

# BOWDOIN COLLEGE

CATALOGUE FOR 1996-1997



BRUNSWICK, MAINE

AUGUST 1996



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*In its employment and admissions practices, Bowdoin is in conformity with all applicable federal and state statutes and regulations. It does not discriminate on the basis of age, race, color, sex, sexual orientation, marital status, religion, creed, ancestry, national and ethnic origin, or physical or mental handicap.*

*The information in this catalogue was accurate at the time of publication. However, the College is a dynamic community and must reserve the right to make changes in its course offerings, degree requirements, regulations, procedures, and charges.*

*Bowdoin College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.*

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# College Calendar

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## 1996

**August 24, Saturday**

**August 25, Sunday**

**August 24–27, Sat.-Tues.**

**August 28, Wednesday**

**August 29, Thursday**

**September 14–15, Sat.–Sun.**

**September 23, Monday**

**September 27–29, Fri.-Sun.**

**October 4–5, Fri.-Sat.**

**October 11, Friday**

**October 16, Wednesday**

**October 17–19, Thurs.-Sat.**

**October 19, Saturday**

**November 27, Wednesday**

**December 2, Monday**

**December 4, Wednesday**

**December 5–9, Thurs.-Mon.**

**December 10–17, Tues.-Tues.**

## 195th Academic Year

Rooms ready for occupancy for first-year students only.

Rooms ready for occupancy for upperclass students.

Orientation.

Opening of College, Convocation.

Fall semester classes begin, 8:00 A.M.

Rosh Hashanah.

Yom Kippur.

Parents Weekend.

Alumni Council, Alumni Fund and Planned Giving Meetings.

Fall vacation begins after last class.

Fall vacation ends, 8:00 A.M.

Meetings of the Governing Boards.

Homecoming.

Thanksgiving vacation begins after last class.

Thanksgiving vacation ends, 8:00 A.M.

Last day of classes.

Reading period.

Fall semester examinations.

## 1997

**January 18, Saturday**

**January 20, Monday**

**January 20, Monday**

**February 14–15, Fri.-Sat.**

**February 27–March 1, Thurs.-Sat.**

**March 14, Friday**

**March 28, Friday**

**March 30, Sunday**

Rooms ready for occupancy.

Spring semester classes begin, 8:00 A.M.

Martin Luther King Jr.'s Birthday.

Winter's Weekend.

Meetings of the Governing Board.

Spring vacation begins after last class.

Good Friday.

Easter.

<b>March 31, Monday</b>	Spring vacation ends, 8:00 A.M.
<b>April 4-5, Fri.-Sat.</b>	Alumni Council, Alumni Fund, and Planned Giving Meetings.
<b>April 22-29, Tues.-Tues.</b>	Passover.
<b>May 2-3, Fri.-Sat.</b>	Ivies Weekend.
<b>May 6, Tuesday</b>	Last day of classes.
<b>May 7-10, Wed.-Sat.</b>	Reading period.
<b>May 8-10, Thurs.-Sat.</b>	Meetings of the Governing Board.
<b>May 11-17, Sun.-Sat.</b>	Spring semester examinations.
<b>May 23, Friday</b>	Baccalaureate.
<b>May 24, Saturday</b>	The 192nd Commencement Exercises.
<b>May 29-June 1, Thurs.-Sun.</b>	Reunion Weekend.
 <b>1997</b>	 <b>196th Academic Year</b> (Tentative schedule)
<b>August 23, Saturday</b>	Rooms ready for occupancy for first-year students only.
<b>August 24, Sunday</b>	Rooms ready for occupancy for upperclass students.
<b>August 23-26, Sat.-Tues.</b>	Orientation.
<b>August 27, Wednesday</b>	Opening of College, Convocation.
<b>August 28, Thursday</b>	Fall semester classes begin, 8:00 A.M.
<b>September 19-21, Fri.-Sun.</b>	Parents Weekend.
<b>September 26-27, Fri.-Sat.</b>	Alumni Council, Alumni Fund, and Planned Giving Meetings.
<b>October 2-3, Thurs.-Fri.</b>	Rosh Hashanah.
<b>October 11, Saturday</b>	Yom Kippur.
<b>October 17, Friday</b>	Fall vacation begins after last class.
<b>October 22, Wednesday</b>	Fall vacation ends, 8:00 A.M.
<b>October 23-25, Thurs.-Sat.</b>	Meetings of the Governing Board.
<b>October 25, Saturday</b>	Homecoming.
<b>November 26, Wednesday</b>	Thanksgiving vacation begins after last class.
<b>December 1, Monday</b>	Thanksgiving vacation ends, 8:00 A.M.
<b>December 3, Wednesday</b>	Last day of classes.
<b>December 4-8, Thurs.-Mon.</b>	Reading period.
<b>December 9-16, Tues.-Tues.</b>	Fall semester examinations.



**1998**

<b>January 17, Saturday</b>	Rooms ready for occupancy.
<b>January 19, Monday</b>	Spring semester classes begin, 8:00 A.M.
<b>January 19, Monday</b>	Martin Luther King Jr.'s Birthday.
<b>February 20–21, Fri.-Sat.</b>	Winter's Weekend.
<b>February 26–28, Thurs.-Sat.</b>	Meetings of the Governing Board.
<b>March 13, Friday</b>	Spring vacation begins after last class.
<b>March 30, Monday</b>	Spring vacation ends, 8:00 A.M.
<b>April 3–4, Fri.-Sat.</b>	Alumni Council, Alumni Fund, and Planned Giving Meetings.
<b>April 10, Friday</b>	Good Friday.
<b>April 11–18, Sat.-Sat.</b>	Passover.
<b>April 12, Sunday</b>	Easter.
<b>May 1–2, Fri.-Sat.</b>	Ivies Weekend.
<b>May 5, Tuesday</b>	Last day of classes.
<b>May 6–9, Wed.-Sat.</b>	Reading period.
<b>May 7–9, Thurs.-Fri.</b>	Meetings of the Governing Board.
<b>May 10–16, Sun.-Sat.</b>	Spring semester examinations.
<b>May 22, Friday</b>	Baccalaureate.
<b>May 23, Saturday</b>	The 193rd Commencement Exercises.
<b>May 28–31, Thurs.-Sun.</b>	Reunion Weekend.

**1998****197th Academic Year (Tentative schedule)**

<b>August 29, Saturday</b>	Rooms ready for occupancy for first-year students only.
<b>August 30, Sunday</b>	Rooms ready for occupancy for upperclass students.
<b>August 29–September 1, Sat.-Tues.</b>	Orientation.
<b>September 2, Wednesday</b>	Opening of College, Convocation.
<b>September 3, Thursday</b>	Fall semester classes begin, 8:00 A.M.
<b>September 18–19, Fri.-Sat.</b>	Alumni Council, Alumni Fund, and Planned Giving Meetings.
<b>September 21–22, Mon.-Tues.</b>	Rosh Hashanah.
<b>September 30, Saturday</b>	Yom Kippur.
<b>October 2–4, Fri.-Sun.</b>	Parents Weekend.
<b>October 16, Friday</b>	Fall vacation begins after last class.

<b>October 21, Wednesday</b>	Fall vacation ends, 8:00 A.M.
<b>October 22–24, Thurs.-Sat.</b>	Meetings of the Governing Board.
<b>October 24, Saturday</b>	Homecoming.
<b>November 25, Wednesday</b>	Thanksgiving vacation begins after last class.
<b>November 30, Monday</b>	Thanksgiving vacation ends, 8:00 A.M.
<b>December 9, Wednesday</b>	Last day of classes.
<b>December 10–14, Thurs.-Mon.</b>	Reading period.
<b>December 15–22, Tues.-Tues.</b>	Fall semester examinations.
<b>1999</b>	
<b>January 18, Monday</b>	Martin Luther King Jr.'s Birthday.
<b>January 23, Saturday</b>	Rooms ready for occupancy.
<b>January 25, Monday</b>	Spring semester classes begin, 8:00 A.M.
<b>February 25–27, Thurs.-Sat.</b>	Meetings of the Governing Board.
<b>February 26–27, Fri.-Sat.</b>	Winter's Weekend.
<b>March 19, Friday</b>	Spring vacation begins after last class.
<b>April 1–8, Sat.-Sat.</b>	Passover.
<b>April 2, Friday</b>	Good Friday.
<b>April 4, Sunday</b>	Easter.
<b>April 5, Monday</b>	Spring vacation ends, 8:00 A.M.
<b>April 9–10, Fri.-Sat.</b>	Alumni Council, Alumni Fund, and Planned Giving Meetings.
<b>April 30–May 1, Fri.-Sat.</b>	Ivies Weekend.
<b>May 11, Tuesday</b>	Last day of classes.
<b>May 12–15, Wed.-Sat.</b>	Reading period.
<b>May 13–15, Thurs.-Sat.</b>	Meetings of the Governing Board.
<b>May 16–22, Sun.-Sat.</b>	Spring semester examinations.
<b>May 28, Friday</b>	Baccalaureate.
<b>May 29, Saturday</b>	The 194rd Commencement Exercises.
<b>June 3–5, Thurs.-Sun.</b>	Reunion Weekend.

## 1996

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## General Information

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BOWDOIN is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 21,500 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

**Terms and Vacations:** The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages vii-x.

**Accreditation:** Bowdoin College is accredited by the New England Association of Schools and Colleges.

**Enrollment:** The student body numbers about 1,530 students (49 percent male, 51 percent female; last two classes 49/51 percent and 50/50 percent); about 200 students study away one or both semesters annually; 90 percent complete the degree within five years.

**Faculty:** Student/faculty ratio 11:1; the equivalent of 135 full-time faculty in residence, 94 percent with Ph.D. or equivalent; 18 athletic coaches.

**Geographic Distribution in Class of 1999:** New England, 54 percent; Middle Atlantic states, 20 percent; Midwest, 8 percent; West, 10 percent; Southwest, 1 percent; South, 3 percent; international, 4 percent. Fifty states and 14 countries are represented. Minority and international enrollment is 19 percent.

**Statistics:** As of June 1996, 29,692 students have matriculated at Bowdoin College, and 22,419 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 13,805 graduates, 1,793 nongraduates, 135 honorary degree holders (51 alumni, 84 non-alumni), 46 recipients of the Certificate of Honor, and 253 graduates in the specific postgraduate program.

**Offices and Office Hours:** The Admissions Office is located in Chamberlain Hall. General administration and business offices are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Development and College Relations offices are located at 83 and 85 Federal Street. The Office of Student Records, Office of Student Employment, and the Career Planning Center are in the Moulton Union. The Counseling Service is in the Dudley Coe Health Center. The Department of Facilities Management and the Office of Security are in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 A.M. to 5:00 P.M., Monday through Friday.

**Telephone Switchboard:** The College's central telephone switchboard is located in Coles Tower. All College phones are connected to this switchboard. The number is (207) 725-3000.

# The Purpose of the College

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BOWDOIN COLLEGE BELIEVES strongly that there is an intrinsic value in a liberal arts education, for the individual student, for the College as an institution, and for society as a whole. Historically, the arrangement of courses and instruction that combine to produce liberal arts education has changed and undoubtedly will continue to change, but certain fundamental and underlying goals remain constant.

It is difficult to define these goals without merely repeating old verities, but certain points are critical. The thrust of a liberal arts education is not the acquisition of a narrow, technical expertise; it is not a process of coating young people with a thin veneer of "civilization." That is not to say that liberal arts education in any way devalues specific knowledge or the acquisition of fundamental skills. On the contrary, an important aspect of a sound liberal arts education is the development of the power to read with critical perception, to think coherently, to write effectively, to speak with force and clarity, and to act as a constructive member of society. But liberal arts education seeks to move beyond the acquisition of specific knowledge and skills toward the acquisition of an understanding of humankind, nature, and the interaction of the two, and toward the development of a characteristic style of thought that is informed, questioning, and marked by the possession of intellectual courage. When defined in terms of its intended product, the purpose of the College is to train professionally competent people of critical and innovative mind who can grapple with the technical complexities of our age and whose flexibility and concern for humanity are such that they offer us a hope of surmounting the increasing depersonalization and dehumanization of our world. The College does not seek to transmit a specific set of values; rather, it recognizes a formidable responsibility to teach students what values are and to encourage them to develop their own.

Liberal arts education is, in one sense, general, because it is concerned with many different areas of human behavior and endeavor, many civilizations of the world, many different aspects of the human environment. It seeks to encourage the formation of habits of curiosity, rigorous observation, tolerant understanding, and considered judgment, while at the same time fostering the development of varied modes of communicative and artistic expression. This concern for breadth and for the appreciation of varying modes of perception is combined with a commitment to study some particular field of learning in sufficient depth to ensure relative mastery of its content and methods. In short, a liberal arts education aims at fostering the development of modes of learning, analysis, judgment, and expression that are essential both to subsequent professional training and to the ongoing process of self-education by which one refines one's capacity to function autonomously as an intellectual and moral being.

To achieve these goals, the faculty of the College must strive constantly to live up to their commitment in their course offerings, as must students in their course selections. The commitment is a collective one on the part of the College

community. Each of the academic components of the College is under a heavy obligation to make its field of study accessible in some manner to the entire student body and to satisfy the needs of the nonmajor as well as those of the specialist.

The College is not and should not be insulated from the problems of the world. Rather, the College is a collection of people deeply involved in their community, their nation, and their world. When liberal arts education is faithful to its mission, it encourages and trains young people who are sensitive to the crucial problems of our time and who have the kind of mind and the kind of inspiration to address them fearlessly and directly. This is its goal and the standard by which it should be judged.

*A statement prepared by the Faculty-Student Committee  
on Curriculum and Educational Policy, 1976.*

## Historical Sketch

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THE IDEA OF BOWDOIN COLLEGE originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution which would guarantee republican virtue and social stability. In the biblical language of the day, they wished "to make the desert bloom."

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays' Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor's son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin's bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the "Twelve-Rod Road" (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of "whispering" white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the "friends of piety and learning" in the District that "literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education." The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James

Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for "pine") and the Athenaeum, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or "mental philosopher," in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state. Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical "dissenters" on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen*, which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the "Declaration" of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn's Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820 — and was to supply Maine with country doctors until it closed in 1921 — but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin failed to evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe*, at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose "Morituri Salutamus," written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose "Jack Downing" sketches more or less invented a genre, and Jacob Abbott (1820), author of the many "Rollo" books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson's impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the



Freedmen's Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin's first African-American graduate and the third African-American to graduate from any U.S. college.

The old quip that "the Civil War began and ended in Brunswick, Maine," has some truth to it. While living here in 1850–51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, some of it in her husband's study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate — a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation — but the forces of inertia on the Boards were too great, and a student "rebellion" against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead & White's Walker Art Building, perhaps the best piece of public architecture in Maine), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses; Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde — a prolific writer in national journals — proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower.

By the late 1960s, Bowdoin was a conservative, all-male college of about 950 students, in which an able youth could get a solid grounding in the liberal arts and

sciences from an excellent faculty. The turmoil of the Vietnam era reached Brunswick with the student strike of 1970, however, and even the fraternity system began to be questioned. A more long-lasting change occurred in 1971 with the arrival of coeducation and an eventual increase in size to 1,400 students. In the 1980s, under the leadership of President A. LeRoy Greason, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, attract more minority students and faculty, and make the College fully coeducational.

By 1990, the College was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate — for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and “years abroad,” and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He has reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993–94, he presided over the College’s celebration of the 200th anniversary of its founding.

#### **PRESIDENTS OF BOWDOIN COLLEGE**

Joseph McKeen	1802–1807
Jesse Appleton	1807–1819
William Allen	1820–1839
Leonard Woods, Jr.	1839–1866
Samuel Harris	1867–1871
Joshua L. Chamberlain	1871–1883
William DeWitt Hyde	1885–1917
Kenneth C. M. Sills	1918–1952
James S. Coles	1952–1967
Roger Howell, Jr.	1969–1978
Willard F. Enteman	1978–1980
A. LeRoy Greason	1981–1990
Robert H. Edwards	1990—

# Admission to the College

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IN MAY 1989, THE GOVERNING BOARDS of Bowdoin College approved the following statement on admissions:

Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.

At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will offer studies in arts, music, and computer science. We strongly recommend that students have typing or keyboard training.

Candidates applying to Bowdoin College are evaluated individually by members of the admissions staff in terms of six factors: academic record, the level of challenge in the candidate's course work, counselor/teacher recommendations and Bowdoin interview, application and essay, overall academic potential, and personal qualities.

## APPLICATION AND ADMISSION PROCEDURES

### Early Decision

Each year Bowdoin offers admission to approximately 40 percent of its entering class through two Early Decision programs. Those candidates who are certain that Bowdoin is their first choice and have a high school record that accurately reflects their potential may wish to consider this option, since it may resolve the uncertainty of college admission early in the senior year. The guidelines for Early Decision are as follows:

1. When candidates file an application for admission, they must state in writing that they wish to be considered for Early Decision and that they *will enroll if admitted*. Early Decision candidates are encouraged to file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted on an Early Decision basis by their first-choice college. In other words, only one Early Decision application may be made, but other regular applications may be initiated simultaneously.

2. The application and essay, request for Early Decision, a School Report Form, a secondary school transcript of grades, the two Teacher Comment Forms, and the application fee of \$50 (or fee-waiver form) must be submitted to Bowdoin by November 15 for notification by late December, or by January 1 for notification by mid-February. (Candidates requiring an application fee waiver may petition for one through their guidance counselor using the standard CEEB form.)

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service and based on the Service's "Profile" will be notified of the amount of their award soon after they receive their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin.

4. The submission of College Entrance Examination Board or American College Testing scores at Bowdoin is optional as an admissions requirement. Applicants need not be deterred from applying for Early Decision because they have not completed the CEEB or ACT tests. (However, CEEB or ACT scores are used for academic counseling and placement, and students are required to submit scores over the summer prior to enrolling.)

5. An Early Decision acceptance is contingent upon completion of the senior year in good standing.

6. Many candidates not accepted under the Early Decision program will be transferred to the regular applicant pool. Each year a number of applicants who are deferred under Early Decision are accepted early in April, when decisions on all regular admissions are announced. However, some students may be denied admission at Early Decision time if the Admissions Committee concludes that their credentials are not strong enough to meet the overall competition for admissions.

7. Responsibility for understanding and complying with the ground rules of Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College will reconsider the offer of admission and financial aid.

## Regular Admission

The following items constitute a completed admissions folder:

1. The student's application form submitted with the application fee (\$50) as early as possible in the senior year. The deadline for receiving regular applications is *January 1*. Bowdoin College also accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

Students using the Common Application are required to submit a supplementary essay describing the positive impact that one outstanding secondary school teacher has had on the candidate's intellectual development.

2. *School Report*: The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Midyear School Report) should be returned to Bowdoin by February 15. If a student matriculates at Bowdoin College, the School Report and secondary school transcript will become part of the permanent college file and will be available for the student's inspection.

3. *Recommendations*: Each candidate is required to submit two Teacher Comment Forms, which should be given to two academic subject teachers for completion and returned as soon as possible and no later than January 1.

4. *College Entrance Examination Board or American College Testing Scores*: Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. In past years approximately 25 percent of Bowdoin's applicants have decided not to submit standardized test results. In those cases where test results are submitted, the Admissions Committee considers this information as a supplement to other academic information such as the transcript and recommendations. The candidate is responsible for making arrangements to take the College Board examinations and for seeing that Bowdoin receives the scores if he or she wants them to be considered as part of his or her application. Should Bowdoin receive the scores on the secondary school transcript, these scores will be inked out before the folder is read by the Admissions Committee. Students choosing to submit their SAT or ACT and Achievement Test scores should complete all examinations no later than January of the senior year.

N.B.—Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling.

5. *Visit and Interview*: A personal interview at Bowdoin with a member of the admissions staff or senior interviewer is *strongly encouraged* but not required. Distance alone sometimes makes it impossible for candidates to visit the College. Members of the Bowdoin Alumni School and Interviewing Committee (BASIC) are available in most parts of the country to assist those applicants. (For further information on BASIC, see page 237.) Candidates' chances for admission are not diminished because of the lack of an interview, but the interviewers' impressions of a candidate's potential are often helpful to the Admissions Committee. Ten carefully selected and trained Bowdoin senior interviewers conduct interviews to

supplement regular staff appointments from September through December. On-campus interviews are available from the third week in May to December 31.

The Admissions Office is open for interviews throughout the year, except from January 1 to the third week in May, when the staff is involved in the final selection of the class.

**6. Notification:** All candidates will receive a final decision on their application for admission by early April. A commitment to enroll is not required of any candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. Upon accepting an offer of admission from Bowdoin, a student is expected to include a \$300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may petition for one through their guidance counselor using the standard CEEB form.

### **Deferred Admission**

Admitted students who wish to delay their matriculation to the College for one year should request a deferment from the dean of admissions prior to May 1, explaining the reasons for delaying matriculation. It is Bowdoin's policy to honor most of these requests and to hold a place in the next entering class for these students as long as the student agrees to withdraw all applications at other colleges or universities. A \$300 **nonrefundable** admissions deposit must accompany the deferral request.

### **Admission with Advanced Standing**

Bowdoin recognizes the College Entrance Examination Board Advanced Placement and the International Baccalaureate programs and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to take advantage of these programs and to have test results sent to the Admissions Office. Inquiries may be directed to the Office of Student Records.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation.

Determinations of advanced placement and credit are made during the student's first year at Bowdoin. First-year students may apply a maximum of eight course credits toward the degree from the following sources: Advanced Placement Program, International Baccalaureate Program, and college credits from other institutions earned prior to matriculation.

## **International Students**

The Admissions Committee attempts to assemble a highly diverse entering class and therefore welcomes the perspective that international students bring to the Bowdoin community. In 1996–97, 482 international students applied for admission to Bowdoin. Of these, 51 were admitted and 23 enrolled.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. All international students must submit the Bowdoin application and the International Student Supplement.
2. Students whose first language is not English must submit official results of the Test of English as a Foreign Language by January 1.
3. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form and the Bowdoin Financial Aid Application (BFAA) will be considered for Bowdoin funds to defray part of their college costs, provided the student and his or her family can pay a portion of the college expenses. Bowdoin has designated three to four fully funded scholarships for international students for each entering class. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these exceptional financial aid packages tends to be intense. Both first-year and transfer applicants who wish to be considered for financial aid should submit required materials by January 1.

## **Transfer Students**

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. Citizens of the United States should file the Bowdoin application and Transfer Student Supplement by March 1 for fall admission and by November 15 for midyear admission and include the \$50 application fee. International students should file the application by January 1 for fall admission and by November 15 for midyear admission and include the Transfer Student Supplement, International Supplement, and the application fee. Applicants must arrange to have submitted at the same time transcripts of their college and secondary school records, statements from deans or advisors at their colleges, and at least two recommendations from current or recent professors. Interviews are strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in April or May. Candidates for January admission are notified in mid-December.
2. Transfer candidates should have academic records of Honors quality ("B" work or better) in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C or higher has been



received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at our Office of Student Records and have been appraised by the appropriate dean and academic departments.

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. All transfer students are eligible for aid, based on financial need. Domestic applicants for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's "Profile" by March 1. International applicants for aid must file the College Scholarship Service Foreign Student Financial Aid Form by January 1. Financial aid usually is not available for transfer students applying for January admission.

### **Special Students**

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special students who are not degree candidates. In general, this program is intended to serve the special educational needs of residents in the Brunswick area. Those who already hold a bachelor's degree from a four-year college are normally ineligible for the program, although exceptions may be made for teachers wishing to upgrade their skills or for Bowdoin graduates who need particular courses to qualify for graduate programs. One or two courses are charged at a special rate of \$1,165 per course and no more than two courses may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the \$50 application fee at least one month prior to the beginning of the semester. A personal interview is strongly encouraged. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

## **APPLICATION FOR FINANCIAL AID**

### **Need-Blind Admissions Policy**

It is the policy of Bowdoin College to meet the full calculated financial need of all enrolled students and meet the full calculated financial need of as many entering first-year students as the College's financial resources permit.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the selection process. Because spending history is Bowdoin's only guide, there is no guarantee that the budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need.



For seven of the last ten years, financial need has not been a criterion in the selection of candidates for admission with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens. In the other three years (1990-91, 1991-92, and 1992-93), over 95 percent of the students admitted were chosen without regard to their ability to pay. Financial need was only considered in the last 25 to 40 decisions.

Bowdoin College has been "need-blind" in its initial selection of first-year candidates for the past three years (1993-96). The resources budgeted for financial aid have increased significantly each year. In addition, the capital campaign currently underway has as one of its primary goals the addition of \$30 million in endowment for financial aid.

### **Procedure for Application for Financial Aid**

Students who wish to be considered for financial aid must submit an application each year. The primary financial aid document is the College Scholarship Service's "Profile." Entering students may register for "Profile" through their secondary school. A brief supplement, the Bowdoin Financial Aid Application (BFAA), is included with the application materials for admission to the College to ensure our Student Aid Office is aware of a candidate's intent to file for aid. Application deadlines are given below. Returning students will be issued forms as part of their renew package in March.

Candidates should not be discouraged from applying to Bowdoin College for lack of funds. Because of its extensive scholarship grant and loan programs, Bowdoin's financial aid policy is designed to supplement family efforts so that as many students as possible can be admitted each year with the full amount of needed financial assistance. In 1996-97, approximately 42 percent of the entering class of 464 students were awarded need-based grants. The average award of grant and loan was \$17,551. The amount of assistance intended to meet the individual's need is calculated from the information in the College Scholarship Service's "Profile." Additional material about the program of financial aid at Bowdoin can be found on pages 15-20. Awards of financial aid are announced soon after letters of admission have been sent.

### **Summary of Application Deadlines**

Application materials for admission and student aid include the complete Application for Admission (or the Common Application with supplementary essay), the Bowdoin Financial Aid Application or Foreign Student Financial Aid Application, the College Scholarship Service Profile, and the Free Application for Federal Student Aid (FAFSA). New applicants should submit these materials in accord with the following deadlines:

#### ***Early Decision I***

November 15: Application for Admission, Bowdoin Financial Aid  
Application, Profile  
February 15: FAFSA

*Early Decision II*

January 1: Application for Admission, Bowdoin Financial Aid Application, Profile

February 15: FAFSA

*Regular Admission*

January 1: Application for Admission

February 15: Bowdoin Financial Aid Application, Profile, FAFSA

*Transfer Applicants*

Fall: March 1: Application for Admission, Bowdoin Financial Aid Application, Profile, FAFSA

Spring: November 15: Application for Admission, Bowdoin Financial Aid Application.

NOTE: Financial aid is usually not available for spring transfer students.

*International Applicants*

First-Year Students and Fall Transfers:

January 1: Application for Admission, Foreign Student Financial Aid Form, TOEFL Report

Spring Transfers: November 15: Application for Admission, Foreign Student Financial Aid Form, TOEFL Report.

NOTE: Financial aid is usually not available for spring transfer students.

*All correspondence concerning first-year and transfer admission to the College should be addressed to the Dean of Admissions, Bowdoin College, Brunswick, ME 04011; tel. (207) 725-3100, FAX: (207) 725-3101. Inquiries about financial aid should be addressed to the Director of Student Aid, Bowdoin College, Brunswick, ME 04011; tel. (207) 725-3273.*

# Financial Aid

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BOWDOIN COLLEGE's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College with the full amount of needed assistance. Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that students who receive financial aid as an outright grant should also expect to earn a portion of their expenses and that they and their families should assume responsibility for repayment of some part of what has been advanced to help them complete their college course. Consequently, loans and student employment will generally be part of the financial aid award. All awards are made on the basis of satisfactory academic work and financial need, which is a requisite in every case. Applications for financial aid should be submitted to the director of student aid, who coordinates the financial aid program. Submission of the required application forms guarantees that the student will be considered for all the financial aid available to Bowdoin students, including grants, loans, and jobs from any source under Bowdoin's control.

Approximately 60 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. Information on the availability of scholarship and loan funds may be obtained through the College's Student Aid Office. Questions regarding endowed funds and the establishment of such funds should be directed to the Office of Development.

In 1995-96, Bowdoin distributed a total of about \$9,565,000 in need-based financial aid. Grants totaled about \$7,750,000 in 1995-96 and were made to about 40 percent of the student body. Long-term loans continue to be an integral part of financial aid, supplementing scholarship grants. The College provides about \$850,000 to aid recipients each year from loan funds under its control; another \$965,000 in loan aid comes from private lenders under the terms of the federal Stafford program.

## **Application for Financial Aid**

Students who wish to be considered for financial aid must submit an application each year. A Bowdoin Financial Aid Application is included with the application materials for admission to the College. The deadlines for the Bowdoin Financial Aid Application and Profile are: November 15 for Early Decision Option I candidates; January 1 for Early Decision Option II candidates; February 15 for regular admission candidates. International candidates should file their financial aid application concurrently with their application for admission. In addition, all candidates for aid must submit the Free Application for Federal Student Aid (FAFSA) by February 15.

The FAFSA is used to determine eligibility for the following aid programs at the College: Pell Grants provided by the federal government; Federal Supplementary Education Opportunity Grants (SEOG); Federal Perkins Loans (formerly NDSL); Federal Stafford Loans (formerly GSL); and Federal Work Study jobs.

The Bowdoin Financial Aid Application and the "Profile" are used to determine the family's need for Bowdoin College scholarship grants and Bowdoin College Consolidated Loans.

Transfer students applying for aid must file the FAFSA with the federal services and the "Profile" with the College Scholarship Service by March 1 and send the Bowdoin Financial Aid Application and a Financial Aid Transcript (available from their previous college) to the Student Aid Office.

Whether an individual receives financial aid from Bowdoin or not, he or she is eligible to apply for long-term, low-interest loans under the Federal Stafford Loan program. Such loans are generally available from private lenders and require both a FAFSA and a separate loan application.

When parents and students sign the Bowdoin Financial Aid Application, the FAFSA, and the "Profile," they agree to provide a certified or notarized copy of their latest federal or state income tax return, plus any other documentation that may be required. To verify or clarify information on the aid application, it is a common practice for the College to ask for a copy of the federal tax return (Form 1040, 1040EZ or 1041A) and W-2 Forms each year. The College's Financial Aid Committee will not take action on any aid application until the required documentation has been submitted.

### **Eligibility for Aid**

To be eligible for aid at Bowdoin College, a student must

1. be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis;
2. demonstrate a financial need, which is determined, in general, on the basis of College Scholarship Service practices; and
3. satisfy academic and personal requirements as listed in the Financial Aid Notice that accompanies an award of aid.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen, national, or permanent resident of the United States or the Trust territory of the Pacific Islands.

A student is eligible for Bowdoin aid for a maximum of eight semesters. The College's Financial Aid Committee may, at its own discretion, award a ninth semester of aid.

The amount and types of aid a student may receive are limited by calculated need as determined by the College's Financial Aid Committee. If funds are not sufficient to meet the full need of eligible students in any year, the Committee will adopt procedures to assure that the greatest number of eligible candidates will receive the greatest proportion of the aid they need.

All awards of financial aid made in anticipation of an academic year, including the first year, will remain in effect for the full year unless the student's work is unsatisfactory. Students may also be assured of continuing financial aid that meets their need in subsequent years if their grades each semester are such as to assure progress required for continued enrollment (see General Regulations, *Deficiency in Scholarship*," pages 33–34).

Awards of students whose work is unsatisfactory may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

### **Determination of Need**

College policy is to meet a student's full, calculated financial need for each year in which he or she qualifies for aid, if funds are available. Financial need is the difference between Bowdoin's costs and family resources. Resources will consist of parental income and assets, student assets, student earnings, and other resources, such as gifts, non-College scholarships, and veteran's benefits.

Parental assistance from income and assets is determined from the information submitted on the FAFSA, "Profile," and Bowdoin Financial Aid Application. It is presumed that both of the parents or legal guardians are responsible for a child's educational expenses, including the continuing obligation to house and feed the student to whatever extent is possible. Divorce or separation of the natural parents does not absolve either parent from this obligation.

Student assets at the time the first application is filed are expected to be available for college expenses in the years leading to graduation. From 80 to 100 percent of those student savings are prorated over the undergraduate career in the College's initial need calculation. Students are not required to use their savings, and may choose to make up this amount in other ways. If a student decides to use those savings over fewer years or for other purposes, Bowdoin will continue to include the prorated amount in its calculation of student assets.

The College expects students to earn a reasonable amount during summer vacation and/or from academic-year campus employment. The amount will vary depending upon the student's year in college and the prevailing economic conditions, but it is the same for all aid recipients in each class.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

### **Aid Awards**

Awards are a combination of scholarship grants and self-help, i.e., a loan offer and a campus earnings expectation. The College determines both the type and amount of aid that will be offered to each student. The aid combination, or package, as it is called, varies each year depending upon a student's need. Even if the total amount of aid remains unchanged, the family should expect the scholarship grant to decrease by \$150 to \$200 per year and the annual self-help portion to increase by the same amount.

Scholarship grants are gift aid that is provided without student obligation of any kind. No repayment of the scholarship grant is expected. These awards come from a variety of sources such as endowed funds, current gifts, and the federal government, including any Pell grant a student may receive. Students are automatically considered for all grants and therefore do not apply for specific awards.

Bowdoin College Loans, Stafford Loans, and Perkins Loans are available to students to cover payment of educational expenses. Parents are typically not legally responsible for repayment of these loans. The loan portion of an aid package is an offer; students often are eligible to borrow in excess of the amount offered. The scholarship grant will not be affected by a student's decision to accept or decline all or any part of the loan. An additional parental contribution or extra summer or campus earnings may be used to replace the loan at the discretion of the student and the family. Long-term loans may also be made to students not receiving scholarship grants.

These loans, including Stafford Loans, Perkins Loans, and Bowdoin College Consolidated Loans, bear no interest during undergraduate residence. As of July 1994, interest is charged at 5 percent for the latter two loans; interest on Stafford Loans is variable, with a maximum rate of 8.25 percent. Payment over a ten-year period begins six months after graduation, or separation, or after graduate school; two or three years of deferment are possible for various categories of service or internships. Perkins Loans also provide for the cancellation of some payments for persons who become teachers and/or who serve in the Peace Corps or Vista, and for several other types of service.

Small, short-term loans are available upon application at the Controller's Office.

### **Student Employment**

A student who receives aid is expected to meet part of the educational expense from summer employment and from a campus earnings expectation, which is included in the financial aid award. The student may choose to work or not; this decision has no further effect upon the scholarship grant or loan offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. College policy is to give priority in hiring to students of recognized financial need. However, there is no limitation as to which students may work on campus. Employment opportunities are open to all students who are interested and able to work. Commitments for employment are made to first-year students at the opening of College in the fall. The annual student payroll currently stands at about \$800,000.

### **Federal Financial Aid Programs Available at Bowdoin**

The College participates in the Federal Work-Study Program established under the Economic Opportunity Act of 1964, the Federal Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Federal Pell Grant Program established under the Higher Education Amendments of 1972, along with the Federal Perkins and Federal Stafford Loan programs mentioned above. The College also works closely with several states that can provide handicapped students and those receiving other forms of state aid with financial assistance to help with their educational expenses.

### **First-Year Student Awards**

About 190 entering students each year receive prematriculation awards to help them meet the expenses of their first year. Recently the awards have ranged from \$500 to \$28,000. As noted above, some awards are direct grants, but most also include loan offers. The size and nature of these awards depend upon the need demonstrated by the candidates. The application process and deadlines are described on pages 7–14. Candidates will be notified of a prematriculation award soon after they are informed of the decision on their applications for admission, usually about April 5.

### **Upperclass Awards**

Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their financial need and academic progress. All continuing students who wish to be considered for aid must register as aid candidates with the Office of Student Aid by April 15 each year. The director of student aid will make the appropriate forms available each year and will provide notification of application requirements and filing deadlines.

It is the responsibility of the student to submit all required forms on time according to the dates published by the Student Aid Office. Upperclass students and their families must complete the Bowdoin Financial Aid Application, the Free Application for Federal Student Aid (FAFSA), and the “Profile” of the College Scholarship Service for each year that aid is requested. Upperclass students file for aid between February and April; award notifications are mailed in early July.

Normally, awards are made at the end of one academic year in anticipation of the next, but applications or requests for a financial aid review may be made in November for aid to be assigned during the spring semester on a funds-available basis.

Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

### **Foreign Student Awards**

Bowdoin has a limited number of fully funded financial aid awards for foreign students. However, to be considered for these awards, the student must file the College Scholarship Service’s Foreign Student Financial Aid Application, which is included in the admissions application sent by the Admissions Office. Foreign students who do not apply at the time of admission should not expect financial aid during any of their years at Bowdoin.

### **Graduate Scholarships**

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional



schools. Awards up to full tuition are possible for those attending Harvard University's medical, law, or business schools. In 1995-96, Bowdoin provided \$202,000 in graduate scholarship assistance to 62 students. Further information about these scholarships is available through the Student Aid Office.

### **Special Funds**

Income from these funds is used to assist students with special or unexpected needs. Further information is available through the Office of the Dean of Student Affairs.

Further information about application procedures, eligibility, need calculation and awards, plus descriptions of individual federal, state, and College programs is contained in the Financial Aid Notice that accompanies an award of aid and is available upon request. Questions about Bowdoin's aid programs may be addressed to the director of student aid.



# Expenses

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## COLLEGE CHARGES

The charges for tuition, room rent, board, and fees for 1996–97 are listed below. These do not include costs for travel, books, or personal expenses; students must budget for such items on their own.

	By Semester		Total
	Fall	Spring	For the Year
Tuition	\$10,705.00	\$10,705.00	\$21,410.00
Board	1,670.00	1,670.00	3,340.00
Room Rent			
Residence Halls	1,335.00	1,335.00	2,670.00
Pine and Harpswell St. Apts.	1,770.00	1,770.00	3,540.00
Other Apartments	1,477.50	1,477.50	2,955.00
Student Activities Fee*	82.50	82.50	165.00
Health Services Fee*	87.50	87.50	175.00
Telephone Service**	35.00	35.00	70.00

\*These fees are mandatory for all enrolled students.

\*\*This fee applies to students in College housing.

Beginning in 1997–98, the College will impose a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 1997–98 will be \$600 per semester, or \$750 for an academic year at a single institution or program. The fee is waived for students attending certain programs with which Bowdoin maintains a consorial relationship. Details are available from the Office of Off-Campus Study. For planning purposes, students and parents should anticipate that tuition and other charges may increase each year to reflect program changes and other cost increases experienced by the College.

## Registration and Enrollment

All students are required to register during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers for classes after the first week of classes must pay a \$20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of \$20 is assessed for late submission of the Enrollment Form.

**A \$300 Continuation Deposit is due March 15** from all students planning to continue at Bowdoin the following fall semester. Students may not register for classes unless this deposit has been paid. The deposit is an advance payment against the fall semester tuition and will be shown on the bill for that term. Failure to register will result in forfeiture of this deposit.

## Refunds

Refunds of tuition and fees for students leaving the College during the course of a semester will be made in accordance with the following refund schedule:

During the first two weeks.....	80%
During the third week.....	60%
During the fourth week.....	40%
During the fifth week.....	20%
Over five weeks.....	No refund

Refunds for board and room will be prorated on a daily basis in accordance with the student's attendance as it relates to the College's calendar, after adjustments for fixed commitments and applicable overhead expense. *Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds.* Financial aid awards will be credited in proportion to educational expenses as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Application for a refund must be made in writing to the bursar of the College within 30 days of the student's leaving.

## Tuition

Any student completing the number of courses required for the degree in fewer than eight semesters must pay tuition for eight semesters, although the dean of student affairs is authorized to waive this requirement if courses were taken away from Bowdoin. The accumulation of extra credits earned by taking more than four courses during a semester shall not relieve the student of the obligation to pay tuition for eight full semesters at Bowdoin College.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 15–20.

## Room and Board

Entering first-year students are guaranteed housing and are required to live on campus. They may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The director of residential life coordinates housing accommodations for the remaining classes through a lottery system, the most equitable approach given the College's limited space for housing.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union, Wentworth Hall, or a fraternity. Students who live in Bowdoin facilities,

except apartments, are required to take a 19-meal or 14-meal board plan. Partial board packages are available to students living off campus or in College-owned apartments.

### **Other College Charges**

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

### **Health Care**

The facilities of the Dudley Coe Health Center and the Counseling Service are available to all students. Part of the Health Services Fee covers health and accident insurance, in which all students are enrolled. Insurance offers year-round coverage and can be extended to cover study away.

Bills are rendered by the College for many medical services provided through the health center. Most of these costs are covered by student health insurance. A pamphlet specifying the coverage provided by student health insurance is available from the bursar and will be included with the first tuition bill each year. Any costs not covered by insurance will be charged to the student's account.

### **Motor Vehicles**

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence or recognized fraternity must be registered with Campus Security. The registration fee is \$10 a year for students living in College housing. For students living off campus in apartments and fraternities, registration is free. Failure to register a motor vehicle will result in a \$25 parking ticket each time the vehicle is found on campus. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with Campus Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. Parking on campus is limited and students will be assigned parking areas according to their living locations.

## **PAYMENT OF COLLEGE BILLS**

Bills for the tuition, board, room rent, and fees for the fall and spring semesters will be sent on or about July 15 and November 20, and are due August 1 and January 1, respectively. Credits (funds actually received) and tentative credits will also appear on the bill. Bowdoin scholarship grants, payments from the family, and any other cash payments are examples of credits. Non-Bowdoin scholarship aid that has been reported, Bowdoin loan offers, payment plan contracts, and approved Stafford and parent loan applications are tentative credits. The balance due is the difference between all charges and all credits.

Bills are sent to the student unless the bursar is requested to direct them to someone other than the student.

Students and their parents or guardians may pay the College charges as they fall due each semester, or by using one of the installment payment plans offered by Academic Management Services, the Knight College Resource Group, or Tuition Management Systems. They may also arrange to pay the total due by using a mixture of these two payment options.

The payment dates in the payment plans may not be deferred for the convenience of families using Stafford and parent loans, or other tuition payment programs. Both long- and short-term financial arrangements should be made far enough in advance to assure payment on the required dates. *Students with unpaid bills may not register for or attend classes, nor are they eligible for academic credit, semester grade reports, transcripts, or degrees.*

By registering for classes, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if the student withdraws from the College prior to the start of classes. Later withdrawals are subject to the published refund schedule.

After the first week of classes, the College reserves the right to remove any student from classes, and from College housing, who has not satisfied his or her financial obligations. Any campus meal plan will also be terminated at that time.

### **Late-Payment Charge**

The balance due each semester will be considered overdue if not paid by the due date, and any unpaid balance will be subject to a late charge of \$100 per semester. Exemptions will be given only for tentative credits (see first paragraph of this section).

# The Curriculum

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THE COLLEGE RECOGNIZES through its course offerings and requirements the importance of relating a liberal education to a world whose problems and needs are continually changing. Bowdoin does not prescribe specific courses for all students. Rather, each student determines an appropriate program of liberal arts courses in consultation with an academic advisor.

A vital part of this educational experience takes place in the interaction between students and their academic advisors. Each student is assigned an academic advisor at the start of the first year and the two meet first during orientation. Students generally maintain this relationship through the sophomore year.

Students declare their majors during the second semester of the sophomore year. Afterwards, a student is advised by a member of his or her major department. Advisors and students regularly consult prior to each registration period.

## ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have

1. successfully passed 32 courses;
2. spent four semesters (passing at least 16 courses) in residence, at least two semesters of which will have been during the junior and senior years;
3. completed at least two semester courses in each of the following divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts—and two semester courses in non-Eurocentric studies; and
4. completed a departmental major, a double major, a coordinate major, an interdisciplinary major, or a student-designed major (a departmental minor may be completed with any of the preceding).

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

## DISTRIBUTION REQUIREMENTS

Distribution requirements should normally be completed by the end of the sophomore year. Students must take two courses from each of the three divisions of the curriculum, with two courses in non-Eurocentric studies. A course that satisfies the non-Eurocentric studies requirement may also count for its division. Because these requirements are intended to apply to the college liberal arts experience, they may not be met by Advanced Placement or International Baccalaureate credits, but may be met by credits earned while studying away from Bowdoin. Areas of distribution are defined as follows:

*Natural Science and Mathematics:* Biochemistry, biology, chemistry, computer science, geology, mathematics, neuroscience, physics, and certain environ-

mental studies and psychology courses. (Designated by the letter *a* following a course number in the course descriptions.)

*Social and Behavioral Sciences:* Africana studies, economics, government, psychology, sociology and anthropology, and certain Asian studies, environmental studies, history, and women's studies courses. (Designated by the letter *b* following a course number in the course descriptions.)

*Humanities and Fine Arts:* Art, Chinese, classics, dance, education, English, film, German, Japanese, music, philosophy, religion, Romance languages, Russian, theater, most history courses, and certain Asian studies and women's studies courses. (Designated by the letter *c* following a course number in the course descriptions.)

*Non-Eurocentric Studies:* Students must take two courses that focus on a non-Eurocentric culture or society, exclusive of Europe and European Russia and their literary, artistic, musical, religious, and political traditions. The requirement is intended to introduce students to the variety of cultures and to open their minds to the different ways in which people perceive and cope with the challenges of life. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on African-American, Native American, or Latin American cultures will meet the requirement. *Language courses do not meet this requirement.* (Designated by the letter *d* following a course number in the course descriptions.)

## THE MAJOR PROGRAM

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, a double major, a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. Majors are offered in the following areas:

Africana Studies	Government and Legal Studies
Anthropology	History
Art History	Mathematics
Asian Studies	Music
Biochemistry	Neuroscience
Biology	Philosophy
Chemistry	Physics and Astronomy
Classics and Classics/Archaeology	Psychology
Computer Science	Religion
Economics	Romance Languages
English	Russian
Environmental Studies	Sociology
French	Spanish
Geology	Visual Arts
German	Women's Studies

Students are required to declare their majors before registering for the junior year, after consultation with their departmental advisor(s). This allows students ample time to be exposed to a broad range of courses and experiences before focusing their educational interests. Some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major. Students may change their majors after consultation with the relevant departments. Students may not declare a new major after the first semester of the senior year. Special requirements exist for interdisciplinary or student-designed majors. These are described below.

### **Departmental Major**

All departments authorized by the faculty to offer majors specify the requirements for the major in the Catalogue. A student may choose to satisfy the requirements of one department (single major) or to satisfy all of the requirements set by two departments (double major). A student who chooses a double major may drop one major at any time by completing the appropriate form in the Office of Student Records.

### **Coordinate Major**

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is currently offered only in relation to the Africana Studies Program and the Environmental Studies Program. For a specific description of these majors, see pages 41–42 and 103.

### **Interdisciplinary Major**

As the intellectual interests of students and faculty alike have reached across departmental lines, there has been a growing tendency to develop interdisciplinary majors. Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. For descriptions of these interdisciplinary majors, see pages 145–46.

A student may take the initiative to develop an interdisciplinary major not specified in the Catalogue by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Recording Committee. Students should be prepared to present their proposals to the Recording Committee by March 1 of their sophomore year.

A student may not select an interdisciplinary major after the junior year.

### **Student-Designed Major**

Some students may wish to pursue a major program that does not fit either the pattern of a departmental major or an interdisciplinary major. The faculty has authorized a process by which a student working together with two faculty members can develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. Guidelines for the development of student-designed majors are available from the Office of Student Records; student-designed majors require the approval of the Recording Committee. Students should be prepared to present their proposals to the Recording Committee by March 1 of their sophomore year.

### **The Minor**

All departments and some programs offer a minor program consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time by completing the appropriate form in the Office of Student Records.

## **INFORMATION ABOUT COURSES**

### **Course Credit**

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. All courses, except performance studies courses, earn one credit each. Performance courses earn one-half credit each, and must be taken for two consecutive semesters.

### **Course Load**

All students are required to enroll for four full credits each semester. Students wishing to take more than five credits must receive approval from the dean of student affairs. A student may not take five credits while on academic probation or, in the case of first-year students, in the semester following the receipt of an F, without the dean's approval. Juniors or seniors who have accumulated extra credits must have approval from the dean of student affairs to carry a three-credit load once during any of their last four semesters at Bowdoin. Other students who wish to carry a reduced load must also have permission from the dean of student affairs.

Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits.



## **Course Examinations**

The regular examinations of the College are held at the close of each semester. An absence from an examination may result in a grade of F. In the event of illness or other unavoidable cause of absence from examination, the dean of student affairs may authorize makeup of the examination.

## **Registration**

Registration for each semester is completed by submitting the Course Registration Card. The card must be signed by the academic advisor (first- and second-year students) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of Student Records by 5:00 P.M. on the day specified.

For continuing students, registration occurs at the end of the prior semester, generally about four weeks before final examinations. For new students, registration occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form. This must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. Enrollment Forms returned late are subject to a \$20 fine. In addition, any student who registers initially for courses after the first week of classes must pay a \$20 late fee.

Once classes begin, students may adjust their schedules by submitting an add/drop card to the Office of Student Records. No course may be added after the third week of classes. No course may be dropped after the sixth week of classes. A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted.

## **Independent Study**

With departmental approval, a student may elect a course of independent study under faculty supervision. A department will ordinarily approve one or two semesters of independent study for which regular course credit will be given. A definite plan for the project approved by the department and the project director must be presented to the Office of Student Records by the end of the first week of classes. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291, 292, 293, or 294**. An independent study that will culminate in substantial and original research or in a fine arts, music, or creative writing project, or that is part of a departmental honors program, shall be numbered **401** or higher. Independent study may not be taken on a Credit/Fail basis.

## GRADES AND ACADEMIC REGULATIONS

### Course Grades

Course grades are defined as follows: A, excellent; B, good; C, fair; D, poor; F, failing. A grade of D indicates work that, in at least some respects, falls below the acceptable standard for academic work at Bowdoin; only a limited number of D grades may be counted toward the requirements for graduation (see "Deficiency in Scholarship," below).

Most departments will not accept as prerequisites or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

In independent study courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. A regular grade shall be submitted at the end of the final semester and shall become the grade for the previous semesters of independent study.

A report of the grades of each student is sent to the student at the close of each semester.

### Credit/Fail Option

A student may choose to take a limited number of courses on a Credit/Fail basis as opposed to a graded basis. If a student chooses this option, credit is given if the student produces work that is at the level of C or above. A student may elect no more than one course of the normal four-course load each semester on a Credit/Fail basis, although a student may elect a fifth course any semester on a Credit/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/Fail basis; courses in excess of the thirty-two required may be taken for Credit/Fail without limit as to number. Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy distribution requirements may be taken on a Credit/Fail basis. No course may be changed from graded to Credit/Fail or vice versa after the first week of classes. A course added after the first week may be taken on a Credit/Fail basis.

### Incompletes

With the approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded in any course for extenuating circumstances such as family emergency, illness, etc. At the time an Incomplete Form is signed by the dean, the student, and the instructor, a date shall be set by which all unfinished work must be submitted. Ordinarily, this will be no later than the end of the second week of classes of the following semester. The instructor should submit a final

grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of Student Records will change the Incomplete to Fail. Any exceptions to this rule or a change of the specified time limit may require approval of the Recording Committee.

### **The Dean's List**

Students who in a given semester receive grades of A or B in at least the equivalent of four full-credit courses (no grade lower than a B) are placed on the Dean's List for that semester. A grade of Credit or Satisfactory may not be substituted for one of the required letter grades. A student whose Satisfactory grade is later converted to an A or a B, and who thereby becomes eligible for the Dean's List, will be placed on the Dean's List retroactively.

### **Leave of Absence**

A student in good standing may, with the approval of his or her advisor, apply to the dean of student affairs for a leave of absence for nonacademic pursuits for one or two semesters. The leave must begin at the end of a regular semester. A student on approved leave is eligible for financial aid upon his or her return. A student wishing to apply for a leave of absence for one or both semesters of an academic year must submit an application by March 1 of the previous academic year. Applications for leave of absence submitted during the fall semester requesting a leave for the next spring semester will be considered only in the most urgent circumstances. Academic credit may not be transferred to Bowdoin for courses taken while on approved leave of absence.

### **Transfer of Credit from Other Institutions**

*The information in this section pertains to courses taken at institutions during the summer. Regulations about transfer of credit from academic year off-campus study programs can be found in the section on Off-Campus Study, beginning on page 37. Transfer of credit for other reasons must have the approval of the Recording Committee.*

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. With the exception of work completed in an approved off-campus study program or at an institution with which the College maintains a consortial relationship, it is normally expected that all of a student's coursework after matriculation will be completed at Bowdoin.

The College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin and a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study in other institutions.

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College discourages summer study at two-year institutions. No student will be granted credit for study at a two-year institution after the student has achieved Junior Class standing at Bowdoin. Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students should apply to the Office of Student Records for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the recommendation of the appropriate Bowdoin department chair as well as the catalog description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed; the Recording Committee may decline to grant credit if, in its judgment and that of the appropriate Bowdoin department, the course or the student's work in the course do not satisfy Bowdoin academic standards.

Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on a Credit/Fail basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of Student Records. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be accepted if a longer time period has elapsed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of Student Records in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is understood to be equal to 4 semester-hours or 6 quarter-hours.

Regulations concerning transfer of credit from academic-year off-campus study programs can be found in the section on Off-Campus Study on page 37.

## THE AWARD OF HONORS

### General Honors

General honors (or Latin honors) are awarded on the basis of all grades earned for work done at Bowdoin in a student's final six semesters. A student who receives a grade of D or F in any course at Bowdoin or in any course at an institution from which academic credit is being transferred to Bowdoin is not eligible for general honors. Students who have studied at Bowdoin for fewer than six semesters are not eligible.

A degree *cum laude* shall be awarded to a student at least 75 percent of whose grades are As or Bs. Within these grades, there must be two As for each C.

To receive a degree *magna cum laude*, a student shall fulfill the requirement for a degree *cum laude*, with the additional stipulation that at least 30 percent of the grades must be As in addition to the As balancing the Cs.

The degree *summa cum laude* shall be awarded to a student at least 70 percent of whose grades are As and the balance Bs.

### **Departmental Honors: The Honors Project**

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

### **DEFICIENCY IN SCHOLARSHIP**

Students are expected to make "normal progress" toward the degree. Normal progress is defined as passing the equivalent of four full-credit courses each semester. Students may not matriculate in a fall semester if they are more than two

course credits short of normal progress. Students who fail to meet this matriculation standard normally are expected to make up deficient credits in approved courses at another accredited institution of higher education.

The Recording Committee is responsible for ensuring that students' academic records meet acceptable standards. To monitor substandard academic performance, Bowdoin uses a system of academic probation.

### **Academic Probation**

Students will be placed on academic probation for one semester if they

1. receive two Fs, one F and two Ds, or four Ds in their first semester as first-year students at Bowdoin;
2. receive one F or two Ds in any one subsequent semester;
3. receive a cumulative total of four Ds or two Fs during their tenure at Bowdoin.\*

Students will remain on academic probation if they receive one D while on academic probation. Students who are on academic probation will be assigned to work closely with their academic advisor. Students on academic probation are normally not eligible to study away.

### **Academic Suspension**

Students will be subject to academic suspension if they

1. receive four Fs in their first semester as first-year students at Bowdoin;
2. receive two Fs, one F and two Ds, or four Ds in any subsequent semester;
3. receive one F or two Ds while on academic probation;
4. receive a cumulative total of three Fs, two Fs and two Ds, one F and four Ds, or six Ds during their tenure at Bowdoin.\*

A student who is suspended for academic deficiency is normally suspended for at least one academic year. A suspended student must submit a petition for readmission to the dean of student affairs and must present grades of C or better in approved courses from another accredited four-year institution before readmission will be granted. A student who is readmitted is eligible for financial aid, according to demonstrated need.

### **Dismissal**

Students will be subject to dismissal if they

1. incur a second academic suspension; or
2. receive a fifth F or a ninth D, or some equivalent combination of Fs and Ds where one F is equivalent to two Ds,\* during their tenure at Bowdoin.

\* In the computation of cumulative grades for probation, suspension, or dismissal, grades earned in the first semester of the first year are given half weight.

## **ACADEMIC SKILLS PROGRAMS**

### **Quantitative Skills Development Program**

The ability to understand and use quantitative information is increasingly essential in political and economic life. To be effective, citizens should be able to interpret graphs and tables, understand quantitative relationships, and draw conclusions from data. Many courses in science and social science use such skills, but some entering college students are unprepared to get the most from these courses. Begun in 1996–97, the Quantitative Skills Development Program encourages all Bowdoin students to develop competence and confidence in using quantitative information. Entering students are tested to assess their proficiency. Those who would benefit from additional work are counseled to take courses across the curriculum that build quantitative skills. Most of these courses are supplemented with study groups led by trained peer tutors and coordinated by the Quantitative Skills Development Center.

### **The Writing Project**

The Writing Project is a peer tutoring program integrated into courses across the curriculum and based on the premise that students are uniquely qualified to serve as educated but nonjudgmental readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while allowing student writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained Writing Assistants to a variety of courses whose instructors have requested help. The Assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the early draft and Assistant's comments.

Students interested in becoming Writing Assistants apply in the spring. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connor, director of the Writing Project.

## **SPECIAL ACADEMIC PROGRAMS**

### **Architectural Studies**

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students interested in a career in this field should consult with members of the Visual Arts division as early as possible. Students can construct a course of study combining art and architecture studio courses with others in art history, environmental studies, physics, and other



related disciplines to prepare for professional architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions.

### **Arctic Studies**

A concentration in Arctic studies, offered through the Department of Sociology and Anthropology, the Department of Geology, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, economic, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

### **Engineering Programs (3-2 Option)**

Through an arrangement with the School of Engineering and Applied Science of Columbia University and with the California Institute of Technology, qualified students may transfer into the third year of an engineering option after completing three years at Bowdoin. After the completion of two full years at the engineering school, a bachelor of arts degree is awarded by Bowdoin and a bachelor of science degree by the engineering school. Columbia also has a 4–2 plan, allowing students to complete their senior year at Bowdoin before pursuing a master's degree. Students also may apply as transfer students during their junior year to any approved school of engineering in the country. Students should be aware that admission to these schools is not automatic and does not assure financial aid.

Students interested in engineering programs should start planning early and should consult regularly with James H. Turner of the Department of Physics. All students must take **Physics 103, 223, 227, and 228; Chemistry 109; Mathematics 161, 171, and 181; and Computer Science 101**. They are also expected to have at least ten semester courses outside of mathematics and science. Economics is strongly suggested.

### **First-Year Seminars**

Please see First-Year Seminars on pages 110–117.

### **Gay and Lesbian Studies**

Gay and lesbian studies considers the specific cultural achievements of gay men and lesbians and takes a critical perspective on the experience of gay men and lesbians and on the role of sexuality in the culture. Although the College offers no formal program in lesbian and gay studies, students interested in the field should consult with the Gay and Lesbian Studies Committee. The following courses address questions of sexuality and might help students to gain a sense of issues relevant to gay and lesbian studies: **Anthropology 222; English 282, 333; History 15; and Sociology 16, 219, 252**.



## **Health Professions**

Members of the Health Professions Advisory Committee, which is chaired by Samuel S. Butcher, Department of Chemistry, are available to discuss career interests and undergraduate course programs. The Career Planning Center (CPC) maintains a collection of reference materials regarding the various health professions, as well as information about related summer internship programs.

A meeting for first-year students interested in the health professions is held at the opening of College each fall. Additional programs intended to be of help and interest to all students preparing for health professions are offered throughout the year.

## **Legal Studies**

Students considering the study of law should consult with the Legal Studies Advisory Group and the Career Planning Center. Members of the Legal Studies Advisory Group include Craig A. McEwen, Department of Sociology and Anthropology; Richard E. Morgan and Allen L. Springer, Department of Government and Legal Studies; Lisa Tessler, Director of the Career Planning Center; and George S. Isaacson '70, Esq. These individuals assist students in designing a coherent liberal arts program that relates to the study of law and allied fields, and provide guidance on all aspects of the application process.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin.

## **Teaching**

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Department of Education. Because courses in education and psychology, along with a major in a teaching field, are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. An extensive resource library in the Career Planning Center contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth and in the schools, and public and private school openings. Career advising and credential file services are also available.

## **OFF-CAMPUS STUDY**

Students are encouraged to broaden and enrich their education through participation in programs of study outside the United States sponsored by other institutions and organizations. Through the Twelve College Exchange and other programs, the College also makes available opportunities to study for a semester or a year elsewhere in the United States. Whether off-campus study occurs abroad or at home, the College regards it as an extension of the on-campus educational experience and expects the programs in which students earn credit toward the degree to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the off-campus program toward the major, the approval of the major department is required as well. Students contemplating off-campus study are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away no later than March 1. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

A list of approved programs is available in the Office of Off-Campus Study. Ordinarily, students are expected to select programs from this list. In unusual cases in which it is not possible to satisfy a student's academic objectives in an approved program, the student may petition for permission to participate in an unapproved program.

Credit earned in an off-campus study program is not formally transferred until the Office of Student Records has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Beginning in 1997-98, Bowdoin will charge an off-campus study fee (see page 21); details are available from the Office of Off-Campus Study. Financial aid normally continues to be available for students who qualify.

Bowdoin College is directly affiliated with the following programs:

### **Intercollegiate Center for Classical Studies in Rome**

The Intercollegiate Center for Classical Studies in Rome, established in 1965, provides undergraduates with an opportunity to study Roman art, archaeology, and history, as well as Greek and Roman literature, Italian language, and Renaissance and baroque Italian art. Under the auspices of a consortial arrangement directed by the Duke University Office of Foreign Academic Programs, ICCS operates two semesters each academic year; students drawn from approximately 60 participating institutions generally enroll for one semester during their junior year. Further information about the program may be obtained from Barbara Weiden Boyd in the Department of Classics.

### **Intercollegiate Sri Lanka Education (ISLE) Program**

The ISLE Program is a Bowdoin-administered study program in Kandy, Sri Lanka. Established in 1981, and affiliated with the University of Peradeniya, ISLE provides up to twenty students with the opportunity to pursue academic interests in South Asia. Course offerings include required language study, ancient and modern history, Buddhist philosophy and practice, social and gender issues,

literature and folklore, politics and government, economics, dance, and independent study. Students live with Sri Lankan host families and tour important archaeological and religious sites during the program, and are encouraged to visit India or other Asian countries after it concludes. Bowdoin grants five course credits for the fall semester, and up to three additional credits for individually tailored courses in the optional spring semester. Interested students should consult Bowdoin's ISLE advisor, John Holt, Department of Religion.

### **South India Term Abroad (SITA) Program**

The SITA Program, administered by Bowdoin, operates in Tamil Nadu, India. Designed primarily for non-South Asia specialists, SITA offers a standardized curriculum in the fall semester, with courses in language, history, religion, literature, social and cultural issues, and independent study, for which Bowdoin grants five course credits. An extension of one to three months, for up to three credits in individually tailored courses, is available for exceptional students. Participants live with host families and tour several regions in South India during the program, and may travel in other parts of South Asia after its conclusion. Bowdoin's SITA faculty advisor is Sara A. Dickey, Department of Sociology and Anthropology and the Asian Studies Program, and the SITA administrator is Ted Adams, whose office is at 38 College Street.

### **The Swedish Program in Organizational Studies and Public Policy**

The Swedish Program is sponsored by the University of Stockholm and a consortium of American colleges and universities, including Bowdoin. It offers students the opportunity to spend either a semester or a year studying comparative institutional organization and public policy in complex industrial societies. Most courses are interdisciplinary in nature. The only required course is a semester of Swedish language, but nearly all students take The Swedish Model and Comparative Public Policy. A sampling of elective courses in 1996–97 includes Women and Swedish Society, Sweden and the Global Economy, The Revolution in Eastern Europe, and Developmental Psychology: The Aging Process. The two-week orientation and several courses include study trips, and there are longer trips to various parts of Sweden. Students may reside with Swedish families in and near Stockholm or in campus dormitories. The Bowdoin faculty advisor is David J. Vail, Department of Economics.

### **Twelve College Exchange**

The Twelve College Exchange provides Bowdoin students with the opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, or Williams Colleges or Wesleyan University. Also available through the Twelve College Exchange are the *Williams College–Mystic Seaport Program in American Maritime Studies* and the *National Theater Institute*. The deadline for all Twelve College programs is February 1 of the academic year preceding attendance. Further information is available from the Office of Off-Campus Study.

# Courses of Instruction

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THE DEPARTMENTS OF INSTRUCTION in the following descriptions of courses are listed in alphabetical order. A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

## EXPLANATION OF SYMBOLS USED

**[Bracketed Courses]:** All courses not currently scheduled for a definite semester are enclosed in brackets.

\* On leave for the fall semester.

\*\* On leave for the spring semester.

† On leave for the entire academic year.

**a:** Satisfies one semester of the distribution requirement for natural science and mathematics.

**b:** Satisfies one semester of the distribution requirement for social and behavioral sciences.

**c:** Satisfies one semester of the distribution requirement for humanities and fine arts.

**d:** Satisfies one semester of the distribution requirement for non-Eurocentric studies.

**Prerequisites:** Indicates conditions that must be met in order to enroll in the course.

**Course Numbering.** Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Independent study: Directed reading
300–399	Advanced courses, including senior seminars and topics courses
401–404	Independent study: Original or creative projects 451–452 and honors courses

## Africana Studies

Administered by the Africana Studies Committee; Randolph Stakeman, *Chair*  
(See committee list, page 277.)

Randolph Stakeman, *Director*

*Joint Appointment with Sociology*

Assistant Professor Lelia De Andrade

Adjunct Assistant Professor H. Roy Partridge, Jr.

*Joint Appointment with Religion*

Instructor Eddie S. Glaude, Jr.

Africana studies is an interdisciplinary program designed to bring the scholarly approaches and perspectives of several traditional disciplines to bear on an understanding of black life. Emphasis is placed on the examination of the rich and varied cultures, literature, and history of black people in Africa and in the African diaspora, including the United States, the Caribbean, and Latin America. Such a systematic interdisciplinary approach captures the historic, multifaceted quality of African-American scholarship and allows the student to integrate effectively the perspectives of several academic departments at the College.

### Requirements for the Major in Africana Studies

The major in Africana studies consists of five required core courses, a concentration of four additional courses, and a one-semester research project, for a total of ten courses. The core courses—**Africana Studies 101 or 102; Sociology 208; English 275, 276, 285, or 286; History 236, 237, 243, or 256; and History 262 or 267**—have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Africana studies.

The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are Race and Class in American Society, Cultures of the African Diaspora, Political Economy of Blacks in the Third World, the Arts of Black America, and the coordinate major. Appropriate courses to be taken should be worked out by the student and the director of the Africana Studies Program.

Alternatively, the student and the director may devise a concentration around another specific theme and submit a proposal to the Committee on Africana Studies for its approval. In addition, the research project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience. Students may complete their research project as part of a 300-level course cross-listed in the program, or as an independent study under the direction of one of the program's faculty. Students should consult with the director concerning courses offered in previous years that may satisfy the program requirements.

### Coordinate Major in Africana Studies

The purpose of the coordinate major is to encourage specialization in Africana studies within the framework of a recognized academic discipline. This major is, by nature, interdisciplinary, and strongly encourages independent study. The

coordinate major entails completion of an ordinary departmental major in sociology, anthropology, or history. The student is expected to take those courses within the major department that are cross-listed in the Africana Studies Program insofar as departmental major requirements permit. In addition, the student must take **Africana Studies 101 or 102** and four other courses outside the major department approved by the director of Africana studies. Students electing the coordinate major are required to carry out scholarly investigation of a topic relating to the African-American experience; not more than one of the elective courses may normally be an independent study course (**Africana Studies 291–294 or 401–404**).

### **First-Year Seminars**

For a full description of the following first-year seminars, see page 110.

**10b,d. Racism.** Spring 1997. MR. PARTRIDGE.

**14c,d. American Fiction in Black and White.** Fall 1996. MS. MUTHER.

**16c. Blue, Gray, and Black: The Civil War and African Americans.** Spring 1997. MR. RAEL.

### **Introductory, Intermediate, and Advanced Courses**

**51c,d. Myth and Heroic Epic of Africa.** Spring 1999. MR. HODGE.

A study of the pantheons and tales of gods and heroes from a range of geographical areas and language groups of sub-Saharan Africa. The tales are analyzed for form and content, with some comparisons to relevant classical and European material. Enrollment limited to 50 students.

**101b,d. Introduction to Africana Studies.** Spring 1997. MS. DE ANDRADE.

An introduction to the study of African peoples and societies. Provides a brief historical grounding in the structures of societies and cultures in Africa. Focuses on the relationships of Africans and peoples of African descent with other societies and cultures. Considers in particular the images of Africa and Africans constructed as a product of these socio-historic relations. Examines the experiences of African immigrant groups and peoples of African descent in the United States, South America, and the Caribbean. (Same as **Sociology 100**.)

**102c,d. The African American Autobiography.** Fall 1997. MR. STAKEMAN.

A survey of African-American thought and experience as it is revealed through the autobiography, one of the first literary genres developed by African Americans. (Same as **History 131**.)

**121c. History of Jazz.** Every other year. Fall 1996. MR. MCCALLA.

A survey of jazz from its African-American roots in the late nineteenth century to the present. Emphasis on musical characteristics—styles, forms, types of ensemble, important performers—with some attention to the cultural and social position of jazz in this country and its interaction with other musics. (Same as **Music 121**.)

**208b,d. Race and Ethnicity.** Fall 1996. Ms. DE ANDRADE.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Sociology 208.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**210c. Topics in Jazz History: The Great Women Singers.** Fall 1997.

Mr. McCALLA.

A study of the most influential female singers in jazz history, including Bessie Smith, Ella Fitzgerald, Billie Holiday, Carmen McRae, Sarah Vaughan, Dinah Washington, and Betty Carter. Reading of biographies, autobiographies, and historical source materials, along with tracing the singers' careers through their recordings. Other issues addressed include their sometimes anomalous positions as singers in a largely instrumental musical genre, as women in an otherwise almost entirely male professional world, and as blacks in a white-dominated industry. (Same as **Music 210.**)

Prerequisite: **Music 121.**

**223b,d. African Politics.** Fall 1996. Mr. POTHOLM.

An examination of the underlying political realities of modern Africa. Emphasis on the sociological, economic, historical, and political phenomena that affect the course of politics on the continent. While no attempt is made to cover each specific country, several broad topics, such as hierarchical and polyarchical forms of decision-making, are examined in depth. A panel discussion with African students and scholars usually is held at the end of the course. (Same as **Government 223.**)

**226c. African-American Art.** Fall 1996. Ms. McGEE.

A survey of African-American art from the late nineteenth century to the present. This course examines the lives and careers of African-American artists within the contexts of art, history, and theory. Artists to be covered include Henry Ossawa Tanner, Aaron Douglas, Edmonia Lewis, Jacob Lawrence, Lois Mailou Jones, Romare Bearden, John Biggers, and Faith Ringgold. Also considered are works on view at the Bowdoin College Museum of Art. Readings are interdisciplinary and include the works of Alain Locke, James Porter, Paul Gilroy, and bell hooks. (Same as **Art 266.**)

Prerequisite: **Art 101** or permission of the instructor.

**233b,d. Peoples and Cultures of Africa.** Spring 1998. Mr. MACEachern.

An introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and culture history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering



societies to the most complex states and empires. The emphasis is upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examined but are not the principal focus of the course. (Same as **Anthropology 233.**)

Prerequisite: Previous course in anthropology or sociology.

**235c,d. The Plantation: Race and Slavery in the Americas.** Fall 1996.

MR. RAEL.

This course uses the concept of the cash-crop plantation as a lens for examining a range of issues regarding race, slavery, and colonialism in the Western Hemisphere (c.1500– c.1900). Examines slavery in its Old World context, the role of the plantation in the commercial revolution, the impact of European rivalries on New World slavery, slave acculturation and resistance, the development of African-American cultures and families, and the process and consequences of emancipation. Enrollment limited to 16 students during 1996–97. (Same as **History 235.**)

Prerequisite: Sophomore standing and previous coursework in African-American or African history, or Africana Studies; or permission of the instructor.

**236c,d. The History of African Americans, 1619–1865.** Fall 1996.

MR. RAEL.

Explores the history of African Americans in the nation through the Civil War. Focuses on issues of African-American acculturation and identity formation, the contributions of African Americans to American culture, and the influence of American society and institutions on the experiences of black people. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **History 236.**)

**237c,d. The History of African Americans, 1865 to the Present.** Spring 1997.

MR. RAEL.

Explores the history of African Americans from the end of the Civil War to the present. Focuses on issues such as the dual nature of black identity, the emergence of a national leadership, the development of protest strategies, the impact of industrialization and urbanization, and the emergence of black cultural styles. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **History 237.**)

**239c. The Era of the Civil War and Reconstruction.** Spring 1998.

MR. RAEL.

Examines the period between about 1850 and about 1880. Emphasis on politics, economics, the Supreme Court, and, above all, race relations. Topics include the rise of the Republican party, abolitionism, slavery as an institution and slave society, sectionalism, the war itself and its implications, the politics of Reconstruction, the Freedman's Bureau, and the establishment of a new basis for white domination. (Same as **History 239.**)

**241c. The Civil Rights Movement.** Spring 1998. MR. LEVINE.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC,



and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **History 243.**)

**242b,d. "Centers" and "Peripheries": States in West and Central Africa.** Spring 1997. MR. MACEACHERN.

Examines the processes through which states and empires developed in West and Central Africa, using data from archaeological, historical, and ethnographic research. Particular attention given to the role of trans-Saharan cultural contacts in state formation; economic and cultural contacts across environmental boundaries; roles that different slave trades have played in state formation; relationships between state and non-state societies; and varying roles of Islam and traditional religions in state formation. (Same as **Anthropology 242.**)

Prerequisite: Previous course in anthropology or sociology, or permission of the instructor.

**250c,d. Religious History of African Americans.** Fall 1996. MR. GLAUDE.

History and role of religion among African Americans from slavery to the present. Inquiry into the significance of modernity and postmodernity on the religious experience of African Americans. Focus on major topics, including: transmission and transformation of African religions in the Americas; religious culture of slaves and slaveholders in the antebellum South; development of independent black churches in the early nineteenth century; effects of emancipation, migration, and urbanization upon black religious life; relation of race, religion, and American nationalism (both white and black). (Same as **Religion 260.**)

**251c. Prophecy and Social Criticism in the United States.** Spring 1997. MR. GLAUDE.

Examination of the religious and philosophical roots of prophecy as a form of social criticism in American intellectual and religious history. Max Weber, Eric Voeglin, Sacvan Bercovitch, and Michael Walzer serve as key points of departure in assessing prophetic criticism's insights and limitations. Focus on the role of black prophetic critics such as James Baldwin, Martin L. King, Jr., and Cornel West in confronting issues of race, economic disparity, and mass culture, and themes such as American exceptionalism and white supremacy. (Same as **Religion 261.**)

**252c,d. Race and African American Thought.** Fall 1996. MR. GLAUDE.

An interdisciplinary examination of the complex array of African-American cultural practices from slavery to postmodern times. Close readings of classic and contemporary texts of African-American experiences and the encounter with issues such as dread, death, and despair; joy, hope, and triumph. Readings will include works from W.E.B. Du Bois, Cornel West, Orlando Patterson, Paula Giddings, Richard Wright, and James Baldwin. (Same as **Religion 262.**)

[256c,d. Comparative Slavery.]

**262c,d. Slavery and the Slave Trade in Precolonial Africa.** Spring 1998. Mr. STAKEMAN.

An examination of slavery within Africa, the slave trade on the African continent, and African connections to the intercontinental slave trade to the New World. Investigates the role of slavery in African societies, the influence of Islam on slavery, the conduct and economic role of the slave trade, and the social, political, and economic effects of slavery and the slave trade on African states and societies. (Same as **History 262.**)

**264c,d. Islamic Societies in Africa.** Fall 1996. Mr. STAKEMAN.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course will place particular emphasis on the role of women in African Islamic societies. (Same as **History 264.**)

**265c,d. The Political Economy of Southern Africa.** Fall 1996.

Mr. STAKEMAN.

An introduction to the political and economic processes that have shaped black/white relations in the region and an examination of the prospects for the development of a successful multi-racial society, economic development, and political stability. (Same as **History 265.**)

**266c,d. History of East Africa.** Spring 1997. Mr. STAKEMAN.

An examination of the political and economic history of East Africa from precolonial societies to the present: topics will include pastoralist and agricultural societies, state formation, colonialism, nationalism, and post-colonial Kenya and Tanzania. (Same as **History 266.**)

**267c,d. West Africa from Colonialism to Independence.** Spring 1998. Mr. STAKEMAN.

An examination of the political and economic history of West Africa to try to understand the region's present conditions and future prospects. Topics include the imposition of colonial rule, the colonial restructuring of African society, the rise of nationalist movements, the first and second generations of independence, regional alliances, development strategies, the place of the region in the world economy, and the military in politics. (Same as **History 267.**)

**269c,d. The Pan African Idea.** Spring 1997. Mr. STAKEMAN.

An examination of the growth of a Pan African sense of identity and the exchange of political and cultural ideas among African and African diaspora societies in the nineteenth and twentieth centuries. Enrollment limited to 16 students during 1996-97. (Same as **History 269.**)

Prerequisite: Previous course in Africana Studies, African-American or African History, or permission of the instructor.

[275c,d. **African-American Fiction: History and Ideology.**]

[276c,d. **Topics in African-American Poetry.**]

**285c,d. Twentieth-Century Anglophone Caribbean Literature.** Spring 1997. MR. CHUDE-SOKEI.

An introduction to the literature of the Anglophone Caribbean. Writers include Earl Lovelace, Jean Rhys, Edward Kamau Brathwaite, Louise Bennett, Claude McKay, Jamaica Kincaid, and others. Although the themes of colonialism and post-coloniality are present, the class addresses specifically local concerns, such as the representation of Caribbean life, the politics of dialect, and issues less apparent to a perspective that privileges a relationship with the West. (Same as **English 285.**)

**286c,d. The Literature of Black Diaspora.** Fall 1996. MR. CHUDE-SOKEI.

From the early nineteenth century to the present, "race" has allowed a form of literary expression unique to an African diaspora. This course studies the context of cultural and aesthetic dissemination by looking at writers from throughout the black dispersal. Writers include Paule Marshall, Levi Tafari, Linton Kwesi Johnson, Victor Headley, and the work of scholars like Paul Gilroy and W.E.B. Du Bois. (Same as **English 286.**)

**287c,d. Introduction to West African Fiction in English.** Fall 1997. MR. CHUDE-SOKEI.

An introduction to the works of Chinua Achebe, Ama Ata Aidoo, Ayi Kwei Armah, Buchi Emecheta, Wole Soyinka, and others. This course focuses on the literature of Anglophone West Africa, but includes the work of other African writers and critics. The course attempts to bridge the gap between a post-colonial perspective and more nativist discourses and concerns. (Same as **English 287.**)

**288c,d. Black Writing/Black Music.** Spring 1998. MR. CHUDE-SOKEI.

From the Jazz poetry that characterized the Harlem Renaissance to the Dub Poetry of post-independence Jamaican writers and contemporary Hip Hop, music has been evoked as the aesthetic matrix in which many black writers operate. This course investigates the relationship between written text and recorded sound. In addition to texts by W.E.B. Du Bois, Langston Hughes, Toni Morrison, and Michael Thelwell, this course also employs sound recordings. (Same as **English 288.**)

**328c,d. African-American Poetry: Brown, Hayden, Brooks, and Harper.** Fall 1996. MS. MUTHER.

Explores the work of four poets—Sterling Brown, Robert Hayden, Gwendolyn Brooks, and Michael S. Harper—in relation to each other and to the double heritage of African-American expressive culture and Anglo-American modernism. Students participate in the conference/festival in honor of Michael S. Harper to be held at the College during the fall semester. Enrollment limited to 15 students. (Same as **English 328.**)

Prerequisite: Permission of the instructor.

**330c,d. The Quest for a Nation: Black Nationalism and America.** Spring 1998. MR. GLAUDE.

Exploration of the concept of nation in the popular and political imagination of nineteenth- and twentieth-century African-American intellectuals. Focus on key figures of each period and on historical events that track the various uses of the word. Emphasis on the processes of transfer that take place between religious and racial identities that yield the national community are explored from two distinctive angles: white and black America. (Same as **Religion 330**.)

Prerequisite: **Religion 101** and one additional course in Religion, or permission of the instructor.

**332c,d. Modernism and African-American Literature.** Spring 1997. MR. CHUDE-SOKEI.

Focuses on the experience and discourse of "modernism" as it relates to black writers in and around the Harlem Renaissance, with particular attention to where black American (and immigrant West Indian) writers fit into this traditionally Euro-American aesthetic category. Writers include W.E.B. Du Bois, Claude McKay, Zora Neale Hurston, Jean Toomer, and Alain Locke's seminal *New Negro* anthology. Enrollment limited to 15 students. (Same as **English 332**.)

Prerequisite: Permission of the instructor.

[**333c. Research in Twentieth-Century African-American History.**]

**336c,d. Research in Nineteenth-Century African-American History.** Fall 1997. MR. RAEL.

Students will prepare a research paper written from primary historical sources. Topics address such issues as African Americans in the Revolutionary era, the end of slavery in the North, a host of problems relating to slavery in the South, free black life, the Civil War and black Americans, mass emancipation, Reconstruction, and the Jim Crow period. (Same as **History 336**.)

Prerequisite: Any course in U.S. history. Preference given to students with background in African-American history.

**361c. African Radical Thought.** Fall 1997. MR. STAKEMAN.

An examination of the writings and speeches of African nationalists and radical critics of African and European society. (Same as **History 361**.)

**390. Seminar in Environmental Studies. Reform, Revolution, or Transformation: Perspectives Drawn from Sexual, Racial, and Environmental Politics.** Fall 1997. MR. RENSENBRINK.

This interdisciplinary seminar investigates the philosophic and political claims made by contemporary social movements for women, people of color, gays and lesbians, and the environment. Such problems as identity politics, political correctness, the public/private split, the gap between nature and humanity, and the meaning of difference are explored. Special emphasis is given to the relation of these movements to the common good. The common good is treated both as a possible standard of political unity and as a challenge to reformist,

revolutionary, or transformational action. Course work includes lectures, class discussion, reports, essays, and papers. Enrollment limited to 15 students. Preference given to junior and senior majors. (Same as **Environmental Studies 390** and **Women's Studies 390**.)

**291–294. Intermediate Independent Study.**

**401–404. Advanced Independent Study and Honors.**

## Art

### *Professors*

Thomas B. Cornell  
Clifton C. Olds, *Director,*  
*Art History Division*  
Mark Wethli, *Chair*

### *Associate Professors*

Linda J. Docherty†  
Larry D. Lutchmansingh  
John McKee  
Susan E. Wegner

### *Visiting Assistant*

*Professors*  
Anne Harris  
Julie L. McGee  
*Lecturer*  
John B. Bisbee  
*Adjunct Lecturers*  
Christopher C. Glass  
Cécilia Hirsch

The Department of Art comprises two programs: art history and criticism, and visual arts. Majors in the department are expected to elect one of these programs. The major in art history and criticism is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's highest values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive and disciplined aesthetic response to one's culture and personal experiences through the development of perceptual, creative, and critical abilities in visual expression.

### **Requirements for the Major in Art History and Criticism**

The art history major consists of ten courses, excluding first-year seminars. Required are **Art 101**; **Art 110, 120, or 130**; **Art 212, 226**, or a course in classical archaeology; **Art 222, 224, or 232**; **Art 242, 252, 254, 262, or 264**; one additional 200-level course; two 300-level seminars; and two additional courses numbered above **Art 101**, one of which may be an independent study. Art history majors are also encouraged to take courses in foreign language and literature, history, philosophy, religion, and the other arts.

### **Interdisciplinary Majors**

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See page 145.

### **Requirements for the Minor in Art History and Criticism**

The minor consists of five courses, excluding first-year seminars. Required courses are **Art 101**; two 200-level courses; one 300-level course; and one additional course numbered above **Art 101**.

The major and the minor in visual arts are described on page 54.

**COURSES IN THE HISTORY AND CRITICISM OF ART****50c. Art, Science, and the Mind.** Fall 1996. MR. OLDS.

An examination of the interrelationship of art and science in the context of intellectual history, with an emphasis on modes of perception and representation. Topics to be considered include astrology and cosmology, optics and perspective, photography and print media, medicine and anatomy, the voyages of discovery, Darwinian evolution, and theoretical physics. These and other developments in the sciences will be related to the art of the ancient Greeks and Romans, the medieval cathedral builders, Leonardo da Vinci, Jan Vermeer, the French Impressionists, Picasso, and contemporary photo-realists. There are no prerequisites, and the course assumes no advance knowledge of art history or the sciences.

**101c. Introduction to Western Art.** Fall 1996. MS. MCGEE.

A chronological survey of the art of the Western world (Egypt, the Near East, Europe, and the European-based culture of North America), from the Paleolithic period of prehistoric Europe to the present. Considers the historical context of art and its production, the role of the artist in society, style and the problems of stylistic tradition and innovation, and the major themes and symbols of Western art. Required of majors in art history, majors in visual arts, and minors in art history. This course is a prerequisite for most upper-level courses in the history of art.

**110c,d. Introduction to East Asian Art.** Spring 1997. MR. OLDS.

A chronological survey of Chinese, Korean, and Japanese art from prehistoric times to the present. Considers major examples of painting, sculpture, architecture, and the decorative arts in the context of historical developments and major religions of East Asia. (Same as **Asian Studies 110.**)

**120c,d. Introduction to South Asian Art.** Fall 1996. MR. LUTCHMANSINGH.

A survey of the architecture, sculpture, and painting of the Indian subcontinent (India, Pakistan, Nepal, Tibet, and Sri Lanka) from prehistoric to early modern times. Major emphasis is placed on the art of the three great ancient traditions of Hinduism, Buddhism, and Jainism; and three special subjects—the development of the Buddha image, the dance of Shiva, and the Hindu temple—are studied in some detail. (Same as **Asian Studies 120.**)

**130c,d. Introduction to Art from Ancient Mexico and Peru.** Spring 1997. MS. WEGNER.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavín, Nasca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest.

**209c. Introduction to Greek Archaeology.** Fall 1997. MR. HIGGINBOTHAM.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101.**)

**210c. Introduction to Roman Archaeology.** Fall 1996. MR. HIGGINBOTHAM.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102.**)

**[212c. Medieval Art.]****[222c. Art of the Italian Renaissance.]****224c. Mannerism.** Fall 1996. MS. WEGNER.

Mannerism in art and literature. Artists include Michelangelo, Pontormo, Rosso, Bronzino, El Greco. Themes include fantasy and imagination; ideal beauty (male and female); the erotic and grotesque; and the challenging of High Renaissance values. Readings include artists' biographies, scientific writings on the senses, formulas for ideal beauty, and description of court life and manners. The class uses the Bowdoin College Museum of Art's collection of sixteenth-century drawings, prints, and medals.

**226c. Northern European Art of the Fifteenth and Sixteenth Centuries.** Fall 1996. MR. OLDS.

A survey of the painting of the Netherlands, Germany, and France. Topics include the spread of the influential naturalistic style of Campin, van Eyck, and van der Weyden; the confrontation with the classical art of Italy in the work of Dürer and others; the continuance of a native tradition in the work of Bosch and Bruegel the Elder; the changing role of patronage; and the rise of specialties such as landscape and portrait painting.

Prerequisite: **Art 101** or permission of the instructor.



**232c. Baroque Art.** Spring 1997. Ms. WEGNER.

The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art 101** or permission of the instructor.

**[242c. European Art of the Nineteenth Century.]****252c. Modern Art.** Spring 1997. Mr. LUTCHMANSINGH.

A study of the modernist movement in visual art in Europe and the Americas, beginning with post-impressionism and examining in succession expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, the Mexican muralists, and the Canadian Group of Seven. Modernism is analyzed in terms of the problems presented by its social situation, its relation to other elements of culture, its place in the historical tradition of Western art, and its invocation of archaic, primitive, and Oriental cultures.

Prerequisite: **Art 101, 242**, or permission of the instructor.

**[254c. Contemporary Art.]****[262c. American Art from the Colonial Period to the Civil War.]****[264c. American Art from the Civil War to 1945.]****266c. African-American Art.** Fall 1996. Ms. McGEE.

A survey of African-American art from the late nineteenth century to the present. This course examines the lives and careers of African-American artists within the contexts of art, history, and theory. Artists to be covered include Henry Ossawa Tanner, Aaron Douglas, Edmonia Lewis, Jacob Lawrence, Lois Mailou Jones, Romare Bearden, John Biggers, and Faith Ringgold. Also considered are works on view at the Bowdoin College Museum of Art. Readings are interdisciplinary and include the works of Alain Locke, James Porter, Paul Gilroy, and bell hooks. (Same as **Africana Studies 226**.)

Prerequisite: **Art 101** or permission of the instructor.

**Seminars in Art History**

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a background. Admittance to all seminars requires permission of the instructor. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.



**310c,d. The Art of Zen.** Spring 1997. Mr. OLDS.

An examination of the influence of Ch'an or Zen Buddhism on the art of China and Japan, including painting, architecture, garden design, and the tea ceremony. (Same as **Asian Studies 310.**)

Prerequisite: Permission of the instructor.

**326c,d. The Altarpiece: Sacred Art and Ritual Ornament.** Fall 1996.

Ms. McGEE.

An examination of the sacred and decorative function of the altarpiece. Issues of placement, ritual, iconography, and cultural and religious expression are among the topics discussed. Readings focus on altarpieces from the Northern Renaissance period, but students are encouraged to explore altarpieces from other periods and cultures in their own research and to construct jointly altarpieces that reflect contemporary ritual practices and beliefs.

Prerequisite: Permission of the instructor.

**334c. Women Visionaries and the Visual Arts.** Fall 1996. Ms. WEGNER.

A study of women visionaries/artists/writers whose works have contributed to the visual tradition of the Western world. Topics include: medieval illuminations by women artist-visionaries; the role of art in the formation of visions; the impact of visionary texts on development of passionate sacred imagery; books on behavior that seek to limit women's gaze; visions rich in metaphors of the body, suppressed by church hierarchy or condemned as demonic deception; women writers' Utopian visions.

Prerequisite: Permission of the instructor.

**374c. Dada and Neo-Dada.** Fall 1996. Mr. LUTCHMANSINGH.

After a historical and contextual overview of the Dada movement in Europe, this seminar will consider in more analytical and interpretive terms the Dadaist reconstitution of the object and the viewing audience; its artistic and intellectual response to the emerging consumer and commodity culture; its attitude to traditional art; its technical innovations, such as photomontage and combines; and the transmission of its outlook and cultural values by such later twentieth-century artists as Cornell, Kaprow, Klein, Johns, Rauschenberg, de Saint Phalle, Kienholz, Oldenburg, Spoerri, Koons, Steinbach, and Guber. The seminar will conclude with a study of associated contemporary developments in Latin America and Japan.

Prerequisite: Permission of the instructor.

**384c. Advertising.** Spring 1997. Mr. LUTCHMANSINGH.

An examination of the history, technical apparatus, visual instruments, ideologies, and persuasive strategies of advertising. Among the subjects to be studied will be advertising's definition of the object-world; subjective need and desire; forms of address and constitution of audiences; construction of gender; use in the

political arena; relationship to established art forms, such as painting and design; incorporation into certain twentieth-century art movements; and the consequences of its contemporary globalization. Among the broad approaches to analysis and interpretation will be those provided by semiotics, Marxism, feminism, psychoanalysis, and poststructuralism.

Prerequisite: Permission of the instructor.

**291c–294c. Intermediate Independent Study in Art History.** ART HISTORY FACULTY.

**401c–404c. Advanced Independent Study and Honors in Art History.** ART HISTORY FACULTY.

## VISUAL ARTS

### Requirements for the Major in Visual Arts

Eleven courses are required in the department, to include **Art 150, 160, 250, and 260**; four other courses in the visual arts, at least one of which must be numbered **270** or higher; **Art 101**; and two other courses in art history. Students undertaking an honors project in their senior year will be required to take **Art 401** in addition to the eleven courses required of the major.

### Requirements for the Minor in Visual Arts

The minor consists of six courses: **Art 101, 150, 160**, either **250** or **260**, plus two additional studio courses, at least one of which must be numbered **270** or higher.

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

**150c. Drawing I.** Fall 1996. Ms. HARRIS. MR. WETHLI. Spring 1997. MR. WETHLI.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media. Enrollment limited to 25 students.

**160c. Painting I.** Fall 1996. Ms. HARRIS. Spring 1997. Ms. HARRIS.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media. Enrollment limited to 25 students.

Prerequisite: **Art 150**.

**170c. Printmaking I.** Fall 1996. MR. WETHLI.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the

intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium. Enrollment limited to 20 students.

Prerequisite: **Art 150** or permission of the instructor.

**180c. Photography I.** Fall 1996. Ms. HIRSCH. Spring 1997. Mr. McKEE.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm nonautomatic camera. Enrollment limited to 32 students.

**190c. Architectural Design I.** Spring 1997. Mr. GLASS.

An introduction to architectural design. Studio projects develop skills in program and context analysis, conceptual design principles and processes, and presentation techniques. Enrollment limited to 20 students.

**195c. Sculpture.** Fall 1996. Spring 1997. Mr. BISBEE.

An introduction to figure sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of the human form and exploration of the structural principles, abstract, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in clay and plaster. Enrollment limited to 20 students.

**250c. Drawing II.** Spring 1997. Mr. CORNELL.

A continuation of the principles introduced in **Art 150**, with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Art 150**.

**260c. Painting II.** Spring 1997. Ms. HARRIS.

A continuation of the principles introduced in **Art 160**, with studio problems based on direct experience.

Prerequisite: **Art 160**.

**270c. Printmaking II.** Spring 1997. Mr. CORNELL.

A continuation of the principles introduced in **Art 170**, with particular emphasis on independent projects.

Prerequisite: **Art 170** or permission of the instructor.

**280c. Photography II.** Fall 1996. Mr. McKEE.

Review of the conceptual and technical fundamentals of black-and-white photography and exploration of the different image-making possibilities inherent in related photographic media such as 35mm and view cameras. Seminar discussions and field and laboratory work. Students must provide their own nonautomatic 35mm camera.

Prerequisite: **Art 180** or permission of the instructor.

**295c-299c. Intermediate Independent Study in Visual Arts.** VISUAL ARTS FACULTY.

**350c-359c. Advanced Studies in Visual Arts.** Fall 1996. MR. CORNELL. Spring 1997. MR. WETHLI.

A continuation of principles introduced in lower division drawing and painting courses, with increasing emphasis on independent projects.

Prerequisite: **Art 250** or **Art 260** or permission of the instructor.

**370c. Printmaking III.** Spring 1997. MR. CORNELL.

Advanced projects in printmaking.

Prerequisite: **Art 270** or permission of the instructor.

**401c. Advanced Independent Study and Honors in Visual Arts.** VISUAL ARTS FACULTY.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

## Asian Studies

Administered by the Asian Studies Committee; John C. Holt, *Chair*

(See committee list, page 277.)

John C. Holt, *Program Director*

*Visiting Assistant Professor*  
Mingliang Hu

*Joint Appointment*  
*with Sociology*  
Instructor David T. Johnson†

*Lecturer*  
Takahiko Hayashi

Students in Asian studies focus on the cultural traditions of either East Asia (China and Japan) or South Asia (India and Sri Lanka). In completing the major, each student is required to gain a general understanding of both culture areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication in one of the disciplines constitutive of Asian studies (e.g., history, religion, literature, anthropology, etc.), and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian studies major. Student-designed majors focusing on cross-cultural topics in the humanities and/or social sciences are also encouraged. Normally, such student-designed majors will contain a strong disciplinary grounding (e.g., four courses in economics), as well as a significant number of relevant courses focused on Asia.

### Off-Campus Study

Foreign study for students interested in Asian studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, Taiwan, and Japan are available for students interested in East Asia. The ISLE and SITA

programs (see pages 38–39) are recommended for students interested in South Asia. Consult the Asian studies office for information about these and other programs.

### **Requirements for the Major in Asian Studies**

One can major in Asian studies by focusing on a particular academic discipline (e.g., religion) or by focusing on a particular geographic and cultural area (e.g., South Asia). In both cases, eight courses are required in addition to the study of an Asian language. These eight include **Asian Studies 101**, a senior seminar, and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-semester project.

The major requires courses from four categories:

1. *Language.* Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study.\*

2a. *Discipline-specific courses.* Four courses from a single discipline, one of which is normally a senior seminar. Currently, students may elect anthropology, history, or religion;

**or**

2b. *Area-specific courses.* Four courses that focus on the student's area of specialization, two in one discipline and two in another. One of these is normally a senior seminar. The possible areas of specialization are Japan, China, and South Asia.

3. Two courses that include a geographic area other than that of one's language concentration. One of these must be **Asian Studies 101**.

4. Two other courses to be chosen in consultation with the student's advisor. If the student has elected a disciplinary track in anthropology or religion, one of these may be **Anthropology 101** or **Religion 101**.

### **Requirements for the Minor in Asian Studies**

Students focus on the cultural traditions of either East Asia or South Asia by completing: (1) **Asian Studies 101**; (2) a concentration of at least three courses in one academic discipline or geographic area; and (3) one elective in Asian studies.

### **Program Honors**

Students contemplating honors candidacy in the program must have established records of A and B in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and are examined orally by the program faculty.

\*The College does not offer courses in any South Asian language. Arrangements may be made with the director of the program to transfer credits from another institution.

### **First-Year Seminars**

For a full description of the following first-year seminars, see page 110.

#### **12c,d. Religions of India in Contemporary Literature.** Spring 1998.

MR. HOLT.

(Same as **Religion 12**.)

#### **23c,d. The First Emperor of China.** Spring 1997. MR. SMITH.

(Same as **History 23**.)

### **Introductory, Intermediate, and Advanced Courses**

#### **[101c,d. Asian Civilizations.]**

##### **110c,d. Introduction to East Asian Art.** Spring 1997. MR. OLDS.

A chronological survey of Chinese, Korean, and Japanese art from prehistoric times to the present. Considers major examples of painting, sculpture, architecture, and the decorative arts in the context of historical developments and major religions of East Asia. (Same as **Art 110**.)

##### **120c,d. Introduction to South Asian Art.** Fall 1996. MR. LUTCHMANSINGH.

A survey of the architecture, sculpture, and painting of the Indian subcontinent (India, Pakistan, Nepal, Tibet, and Sri Lanka) from prehistoric to early modern times. Major emphasis is placed upon the art of the three great ancient traditions of Hinduism, Buddhism, and Jainism; and three special subjects—the development of the Buddha image, the dance of Shiva, and the Hindu temple—are studied in some detail. (Same as **Art 120**.)

##### **234b,d. Women, Power, and Identity in India.** Spring 1997. MS. DICKEY.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Anthropology 234**.)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

##### **235b,d. South Asian Cultures and Societies.** Fall 1996. MS. DICKEY.

An introduction to the cultures and societies of South Asia, including India, Nepal, Pakistan, Bangladesh, and Sri Lanka. Issues of religion, family and gender, caste, and class are examined through ethnographies, novels, and films, and through in-class simulations of marriage arrangements, and caste ranking. (Same as **Anthropology 235**.)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

##### **236b,d. Political Identity and Leadership in South Asia.** Spring 1998.

MS. DICKEY.

In South Asia, political identity is often based on "primordial" ties such as caste, religion, ethnicity, language, and region. Political leadership involves

various strategies for addressing and transcending these communal interests. This course examines the development of different political identities and the importance of issues such as personality politics and patronage in electoral leadership in several South Asian countries. (Same as **Anthropology 236**.)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

**240c,d. Hinduism.** Fall 1996. MR. HOLT.

A study of traditional Hindu culture (philosophy, mythology, art, ritual, yoga, devotionalism, and caste) in the ancient and medieval periods of India's religious history. (Same as **Religion 220**.)

**241c,d. Religion and Literature in Modern South Asia.** Spring 1997.

MR. HOLT.

Twentieth century works of fiction reflecting the ways in which Hinduism and Buddhism have been understood socially (gender, caste, and class), politically (reactionary or revolutionary), psychologically (functional or dysfunctional), and philosophically (soteriologically and cosmologically). (Same as **Religion 221**.)

**242c,d. Buddhist Thought.** Fall 1997. MR. HOLT.

An examination of the principal Buddhist categories of thought as these arise in representative genres of Buddhist literature, including the Pali *Nikayas* of Theravada tradition and the Sanskrit *Sutras* of Mahayana. (Same as **Religion 222**.)

**270c,d. Chinese Thought in the Classical Period.** Spring 1997. MR. SMITH.

An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. (Same as **History 270**.)

**271c,d. The Material Culture of Ancient China.** Fall 1998. MR. SMITH.

Addresses material culture in China from ca. 400 to 100 B.C., while the great unification of empire was occurring. Topics include what people ate; how they wrote, fought, and built; how we know such things about them; and how this civilization can be compared with others. (Same as **History 271**.)

**274c,d. Chinese Society in the Ch'ing.** Spring 1998. MR. SMITH.

An introduction to premodern China, focusing on the first half of the Ch'ing dynasty (1644–1911). Discussion of societal relations, state organization, and ideology. Culminates in a day-long simulation of elite society in the eighteenth century. (Same as **History 274**.)

**275c,d. Modern China.** Fall 1997. MR. SMITH.

An introduction to the history of China from 1840 to the present. Studies the confrontation with Western imperialism, the fall of empire, the Republican period, and the People's Republic. (Same as **History 275**.)

**276c,d. A History of Tibet.** Fall 1996. MR. SMITH.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as **History 276**.)



**278c,d. The Foundations of Tokugawa Japan.** Spring 1998. MR. SMITH.

Addresses problems in the creation and early development of the Tokugawa (1600–1868) state and society, including the transformation of samurai from professional warriors into professional bureaucrats and the unanticipated growth of a quasi-autonomous urban culture. (Same as **History 278.**)

**283c,d. Japan from Prehistory to Tokugawa.** Spring 1997. MR. GRAFF.

Introduces students to the history of Japan from the prehistoric origins of Japanese civilization to the zenith of the Tokugawa shogunate in the early eighteenth century. Topics include early state formation, the cross-fertilization of Buddhist and Shinto beliefs, the transfer of political authority from courtiers to warriors, the advent of European influences in the late sixteenth century, and the earliest stirrings of Japanese nationalism. Particular attention will be devoted to the ways in which Japan's institutional, intellectual, and cultural borrowings from other lands (especially China) have interacted with indigenous traditions and values. (Same as **History 283.**)

**284c,d. History of Modern Japan.** Fall 1996. MR. GRAFF.

A survey of Japanese history from approximately 1800 to the present. Topics include the political and social order in the last years of the Tokugawa shogunate, the Meiji Restoration and modernization programs, ultranationalism and the Fifteen-Years' War in Asia and the Pacific, and the postwar economic miracle. (Same as **History 284.**)

**285c,d. Modern Southeast Asia.** Fall 1996. MS. PADMA.

Analysis of those factors of Southeast Asian history (e.g., topography and natural resources, ethnicity, language, and religion) that have created a sense of the whole, but which have also fostered a sense of uniqueness among various peoples of the region. Topics include specific geographical aspects of the archipelago and the mainland, trade that attracted people from all over the world, "Indianization," Chinese and Muslim cultural influences, European colonial expansion, the rise of nationalism and independence movements. Readings will foster a comprehensive understanding of the region from the early periods of history, but will concentrate on the modern era. (Same as **History 285.**)

**288c,d. Modern India.** Spring 1997. MS. PADMA.

Historical analysis of the impact of British colonialism, the reforms and revivals of Indian culture and society in the nineteenth century, the political struggle for independence in the twentieth century culminating in the partition into India and Pakistan, and the post-independence socio-political experience. Readings include biographies and modern Indian fiction focusing on the relations between religion and politics, the tensions between tradition and modernity, and the changing roles and self-perceptions of women in society. (Same as **History 288.**)

**310c,d. The Art of Zen.** Spring 1997. MR. OLDS.

An examination of the influence of Ch'an or Zen Buddhism on the art of China and Japan, including painting, architecture, garden design, and the tea ceremony. (Same as **Art 310.**)

Prerequisite: Permission of the instructor.



**343c,d. Buddhism, Culture, and Society in South and Southeast Asia.** Spring 1998. MR. HOLT.

A study of the ways in which Buddhist religious sentiments are expressed aesthetically and politically within the social and cultural histories of India, Sri Lanka, Burma, and Thailand. Emphasis on the transformation of Buddhism from a world-renouncing ethic to a foundational ideology of society and culture. (Same as **Religion 323.**)

Prerequisite: **Religion 101** or **222**, or permission of the instructor.

**370c,d. Problems in Chinese History.** Every fall. MR. SMITH.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. (Same as **History 370.**)

**380c,d. Recent Studies in South and Southeast Asian Religions and Cultures.** Spring 1997. MR. HOLT.

A critical reading of recent monographs and ethnographies by leading scholars focusing on important problems of contemporary interest in the interdisciplinary study of Hinduism, Buddhism, and Islam in South and Southeast Asia (religion in the Hindu family, women's spirituality, life passages, popular worship of Ganesa and Krsna, Sikh identity, rise of Islam, and Buddhist beliefs and practices in Southeast Asia), followed by the writing of a term paper on a topic selected by students in consultation with the instructor. (Same as **Religion 380.**)

Prerequisite: **Religion 101** or permission of the instructor.

**291c–294c. Intermediate Independent Study.**

**401c–404c. Advanced Independent Study and Honors.**

## LANGUAGE COURSES

**Chinese 101c. Beginning Chinese I.** Every fall. MR. HU.

An introduction to Putonghua (Mandarin) and the written language. Five hours of class per week, plus assigned language laboratory.

**Chinese 102c. Beginning Chinese II.** Every spring. MR. HU.

A continuation of **Chinese 101.**

**Chinese 203c. Intermediate Chinese I.** Every fall. MR. HU.

A continuation of **Chinese 102.** Five hours of class per week, plus assigned language laboratory.

**Chinese 204c. Intermediate Chinese II.** Every spring. MR. HU.

A continuation of **Chinese 203.**

**Chinese 307c. Advanced Chinese Reading I.** Every fall. MR. HU.

Further develops skills in speaking and reading Chinese at a higher level. Original Chinese short stories are used together with movies and audio tapes. Training in translation between Chinese and English. Diary in Chinese.

Prerequisites: **Chinese 204** or permission of the instructor.

**Chinese 308c. Advanced Chinese Reading II.** Every spring. MR. HU.

A continuation of **Chinese 307**. More original Chinese materials from newspapers and magazines are used to further the learning of the language and culture. Training in translation. Diary in Chinese.

Prerequisite: **Chinese 307** or permission of the instructor.

**Japanese 101c. Beginning Japanese I.** Every fall. MR. HAYASHI.

An introduction to standard modern Japanese. Five hours per week, plus assigned language laboratory.

**Japanese 102c. Beginning Japanese II.** Every spring. MR. HAYASHI.

A continuation of **Japanese 101**.

**Japanese 203c. Intermediate Japanese I.** Every fall. MR. HAYASHI.

A continuation of **Japanese 102**. Five hours per week, plus assigned language laboratory.

**Japanese 204c. Intermediate Japanese II.** Every spring. MR. HAYASHI.

A continuation of **Japanese 203**.

## Biochemistry

Administered by the Biochemistry Committee; David S. Page, *Chair*

(See committee list, page 277.)

*Professor*

John L. Howland

*Associate Professor*

C. Thomas Settlemyre

### Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 104, Biology (Chemistry) 261, 262; Chemistry 109, 225, 226, 251; Mathematics 161, 171; and Physics 103.** Students should complete the required biochemistry core courses by the end of their junior year. Majors must complete three courses from the following: **Biology 111, 112, 114, 117, 118, 205, 207, 302, 304, 307, 309, 401–404; Chemistry 210, 240, 252, 270, 330, 401–404; Physics 223, 227, 228, 260, 401–404.** Students may include as electives up to two 400-level courses. Those planning to engage in independent study in biochemistry should complete at least one of the following courses: **Biology 112, 118, 212; Chemistry 210, 240, 254.** Students taking independent study courses for the biochemistry major should register for **Biochemistry 401–404.**

## Biology

### *Professors*

Patsy S. Dickinson

John L. Howland

William L. Steinhart\*

### *Associate Professors*

Amy S. Johnson

Carey R. Phillips, *Chair*

C. Thomas Settlemyre

Nathaniel T. Wheelwright

### *Assistant Professors*

Zoe G. Cardon

### *Visiting Assistant Professor*

Karen E. Rasmussen

### *Laboratory Instructors*

Pamela J. Bryer

Karin Frazer

Stephen Hauptman

Cara Hayes

Andrea Sulzer

### Requirements for the Major in Biology

The major consists of seven courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 104**, four core courses, and two other courses within the department, one of which must be at the 200 level or above. Core courses are divided into three groups. One course must be taken from each group. The fourth core course may be from any group.

#### *Group 1*

Genetics and Molecular Biology

Microbiology

Development

Biochemistry I

#### *Group 2*

Comparative Physiology

Plant Physiology

Development

#### *Group 3*

Ecology

Biology of Marine

Organisms

In addition, majors must complete **Mathematics 161**, **Physics 103**, and **Chemistry 225**. Students are advised to complete **Biology 104** and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry.

### Interdisciplinary Major

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See page 146.

### Requirements for the Minor in Biology

The minor consists of four courses within the department at the 100 level or above, appropriate to the major.

### First-Year Seminar

For a full description of the following first-year seminar, see page 110.

**14a. The Natural History of Maine.** Spring 1997. MR. HOWLAND.

**Introductory, Intermediate, and Advanced Courses****51a. The Science of Nutrition.** Fall 1996. MR. SETTLEMIRE.

The fundamentals of the science of nutrition. Topics include the chemical and biological features of the basic nutrients, the physiology of nutrient uptake and utilization, and the changing nutritional needs from infancy to old age. Approximately one-third of the class time is devoted to student presentations. Lecture and weekly laboratory/discussion groups. Enrollment limited to 50 students.

**[54a. Concepts in Ecology and Evolutionary Biology.]****104a. Introductory Biology.** Every spring. MS. JOHNSON AND MR. PHILLIPS.

Examines fundamental biological principles extending from the subcellular to the ecosystem level of living organisms. Topics include bioenergetics, structure-function relationships, cellular information systems, behavior, ecology, and evolutionary biology. Lecture and weekly laboratory/discussion groups.

**110a. Plant Physiology.** Every spring. Spring 1997. MS. CARDON.

The fundamentals of plant physiology, including selected aspects of hormonal and environmental controls over plant growth and development, specialized physiology influenced by environmental stresses, and plant biochemistry related to carbon, nutrient, and water acquisition. The course includes weekly labs emphasizing experimental design and communication of results. Limited to 45 students for 1996-97.

Prerequisite: **Biology 104.**

**112a. Genetics and Molecular Biology.** Every spring. MR. STEINHART.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, the determination of gene order and sequence, and genetic engineering applications. Laboratory and occasional problem-solving sessions are scheduled.

Prerequisite: **Biology 104.**

**114a. Comparative Physiology.** Every spring. MS. DICKINSON.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 104.**

**115a. Ecology.** Every fall. MR. WHEELWRIGHT.

Study of interactions between organisms and their environment. Topics include population growth and structure, processes of speciation, succession, energy flow, biogeochemical cycling, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and

animals. Laboratory sessions, field trips, and group research projects emphasize the natural history of local plants and animals (both marine and terrestrial) and their interactions. Optional field trip to the Bowdoin Scientific Station on Kent Island. Limited to 45 students for 1996-97.

Prerequisite: **Biology 104.**

**117a. Developmental Biology.** Every fall. MR. PHILLIPS.

An examination of current concepts of embryonic development, with emphasis on their experimental basis. Topics include morphogenesis and functional differentiation, tissue interaction, nucleocytoplasmic interaction, differential gene expression, and interaction of cells with hormones and extracellular matrix. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 104.**

**118a. Microbiology.** Every spring. Spring 1997. MR. SETTLEMIRE.

An examination of the structure and function of microorganisms, primarily bacteria, with a major emphasis on molecular descriptions. Subjects covered include structure, metabolism, mechanism of action of antibiotics, and basic virology. Lecture and laboratory/discussion sessions.

Prerequisites: **Biology 104 and Chemistry 225.**

**119a. Biology of Marine Organisms.** Every fall. Fall 1996. MS. JOHNSON.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and group research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. Limited to 45 students for 1996-97.

Prerequisite: **Biology 104.**

**122a. Botany.** Every other fall. Fall 1997. MS. CARDON.

Broad principles of plant biology, along with the diversity and evolution of plant groups, will be explored through the study of growth, development, and structure of both non-vascular and vascular plants. Examples of current environmental and agricultural issues relating to plant biology will be discussed throughout the course. Laboratory sessions every week.

Prerequisite: **Biology 104.**

**156a. Marine Ecology.** Every fall. MR. GILFILLAN.

The relationships between organisms and their environment are considered in the context of animals and plants living in the sea. The concept of marine communities living in dynamic equilibrium with their physical-chemical environment is introduced, and the influence of human activities on the ecology of marine organisms is explored. (Same as **Environmental Studies 200.**)

Prerequisite: A college-level science course or permission of the instructor.

**203a. Comparative Neurobiology.** Every fall. Fall 1996. Ms. DICKINSON.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 114** or permission of the instructor.

**204a. Biomechanics.** Spring 1997. Ms. JOHNSON.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment.

Prerequisite: **Biology 104**. Introductory physics and calculus are strongly recommended.

**205a. Human Genetics.** Fall 1997. Mr. STEINHART.

The genetics of humans is examined at all levels, from molecular to population. Topics include the inheritance of mutations, multifactorial traits, phenotypic variation, and sex determination. Discussions focus on case studies, genetic counseling, the impact of biotechnology, technical and ethical aspects of genetic engineering, and theories of human evolution. Includes student-led seminars.

Prerequisite: **Biology 112**.

**207a. Immunology.** Fall 1996. Mr. SETTLEMIRE.

Covers the development of the immune response, the cellular physiology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology are also considered. Lecture and laboratory/discussion sessions.

Prerequisite: **Biology 104**.

**208a. Ornithology.** Every other spring. Spring 1997. Mr. WHEELWRIGHT.

Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, discussion of the primary literature, and independent research, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional field trip to the Bowdoin Scientific Station on Kent Island.

Prerequisites: **Biology 115** or permission of the instructor.

**210a. Evolution of Marine Invertebrates.** Every other spring. Spring 1998.  
Ms. JOHNSON.

Principles of evolution are studied through a phylogenetic, functional, and morphological examination of marine invertebrates. Living representatives of all major marine invertebrate phyla are observed. Information from the fossil record is used to elucidate causes and patterns of evolution. Lectures, three hours of laboratory or field work per week, and an individual research project are required.

Prerequisite: **Biology 104.**

**212a. Laboratory in Molecular Biology and Biochemistry.** Every fall.  
Mr. HOWLAND.

Lectures and discussions on topics including protein chemistry, membrane biochemistry, and bioenergetics. A major component of the course is a laboratory employing contemporary techniques in biochemistry, including radioisotopes, spectrophotometry, electrophoresis, chromatography and scanning electron microscopy. In the last third of the semester students complete an independent project. This course is a logical precursor to independent study in the areas of molecular biology and biochemistry.

Prerequisites: Two from **Biology 112, 113, 118, 201, 261, or 262.**

**250a. Sociobiology and Behavioral Genetics.** Fall 1996. Ms. RASMUSSEN.

Concepts and controversies regarding the extent to which genes contribute to animal behavior are explored, with a focus on the status of modern sociobiological theory. Concepts are illustrated using classic and contemporary reviews and research reports from the primary literature. Articles are critically evaluated through student presentations and student-led discussions.

Prerequisite: **Biology 110 and 115.**

**251a. Plant Physiological Ecology.** Every other fall. Fall 1996. Ms. CARDON.

Focuses on the interactions of plants with their environment. Students will learn about carbon, nutrient, and water balance in plants, and about the plasticity and development of plants subjected to natural and anthropogenic stresses. A variety of plant species and functional types will be considered within several climate zones, and there will be extensive lab work in the field, exploring community types near campus.

Prerequisite: **Biology 110 or 122.**

**261a. Biochemistry I.** Every fall. Mr. HOWLAND.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on kinetics and mechanisms of enzymic reactions and upon equilibrium and non-equilibrium thermodynamics underlying biological processes. Lectures and informally scheduled laboratories, based upon computer models of biochemical reactions and metabolic networks. (Same as **Chemistry 261.**)

Prerequisite: **Chemistry 226.**



**262a. Biochemistry II.** Every spring. MR. PAGE.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Chemistry 262.**)

Prerequisite: **Chemistry 226** and **Biology/Chemistry 261.**

**291a–294a. Intermediate Independent Study.** THE DEPARTMENT.**304a. Topics in Biochemistry.** Spring 1997. MR. HOWLAND.

This seminar focuses on the nature of energy in the biological context. In particular, it considers the ways in which free energy is obtained and transferred in organisms, processes that include photosynthesis, cellular oxidations, and solute transport across membranes. Student will read and discuss original literature and, where appropriate, will employ computer models to study energy coupling.

Prerequisite: One course in either biochemistry or physiology, or permission of the instructor.

**[305a. Neuroethology.]****[307a. Advanced Molecular Genetics.]****309a. Biochemical Endocrinology.** Fall 1997. MR. SETTLEMIRE.

A study of how the endocrine system is involved in the regulation of processes at the cellular level, with an emphasis on the biochemical mechanisms. Students examine primary literature and prepare a class presentation.

Prerequisite: **Biology/Chemistry 261** or permission of the instructor.

**310a. Advanced Developmental Biology.** Spring 1997. MR. PHILLIPS.

The study of the principles and processes of embryonic and post-embryonic animal development, stressing mechanisms of cell and tissue interaction and morphogenesis. Students read original journal articles and participate in discussions. Laboratory projects include the use of the scanning electron microscope to study a specific developmental question.

Prerequisite: **Biology 117** or permission of the instructor.

**312a. Investigations in Genetics.** Fall 1996. MS. RASMUSSEN.

A research and seminar course focused on the genetic consequences and evolutionary implications of transposable gene activity. A variety of broadly applicable molecular biology techniques are taught in the context of investigating mobile genetic elements in an animal system. The classroom portion of the course focuses on reading and discussion of articles from the primary literature. Enrollment limited to 10 students.

Prerequisite: **Biology 112** or permission of the instructor.



**321a. Advanced Physiology.** Every other fall. Fall 1996. Ms. DICKINSON AND Ms. JOHNSON.

Study of the neuronal and biomechanical contributions to the function of neuromuscular systems and the control of movement, emphasizing (1) neural mechanisms underlying the control of muscles and (2) analysis of the mechanical and morphological organization of tissues. Students read and discuss original journal articles and work with organisms in the lab to learn applicable techniques in physiology, neurobiology, and biomechanics. In the last half of the course, students conduct original research projects investigating the integration of neural control with the morphology and mechanics of the crustacean stomach.

Prerequisites: **Biology 114, 203, 204**, or permission of the instructor.

**323a. Plant Biology below Ground.** Spring 1997. Ms. CARDON.

An examination of the interaction between plant roots and soils, emphasizing the effects of roots on soil nutrient availability, symbioses between roots and microbes, and plant control of carbon and nitrogen allocation to roots. The ecological importance of variable root physiology and the interactions of the roots in the soil will be explored. Students will read and discuss current journal articles, and they will design and conduct individual experiments exploring some aspect of the interaction between soils and roots.

Prerequisite: **Biology 110** or permission of the instructor.

**396a. Conservation Biology.** Every other spring. Spring 1997. Mr. WHEELWRIGHT.

The application of ecological and evolutionary principles to contemporary conservation problems. The seminar focuses on understanding the proximate causes for the loss of biodiversity, including habitat fragmentation and degradation, the introduction of exotic species, and environmental change on a global scale. Explores models of population genetics, demography, life history theory, wildlife management, and host-parasite dynamics through readings in the primary literature and through seminars by visiting speakers. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 396.**)

Prerequisites: **Biology 115** and **220**, or permission of the instructor.

**401a–404a. Independent Study and Honors.** THE DEPARTMENT.

## Chemistry

### *Professors*

Samuel S. Butcher  
 Ronald L. Christensen  
 Jeffrey K. Nagle, *Chair*  
 David S. Page  
*Adjunct Professor*  
 Edward S. Gilfillan

### *Associate Professor*

Elizabeth A. Stemmler  
*Assistant Professor*  
 Richard D. Broene

### *Director of Laboratories*

Judith C. Foster  
*Laboratory Support  
 Manager*  
 Rene L. Bernier  
*Laboratory Instructors*  
 Beverly G. DeCoster  
 Paulette M. Messier  
 Colleen T. McKenna

Courses at the 50 level are introductory, do not have prerequisites, and are appropriate for nonmajors. Courses at the 100 level are introductory without formal prerequisites and lead to advanced-level work in the department. Courses 200 through 249 are at the second level of work and generally require only the introductory courses as prerequisites. Courses 250 through 290 are normally taken in the junior year and have two or more courses as prerequisites. Courses 300 through 390 normally are taken in the junior or senior year and have two or more courses as prerequisites.

### **Requirements for the Major in Chemistry**

The required courses are **Chemistry 109, 210, 225, 226, 240, 251, 252, 254**, and any two courses at the 300 level or above. Students who have completed a standard, secondary school chemistry course normally are expected to begin with **Chemistry 109**. **Chemistry 99** is an introductory course for students with weak backgrounds or no prior experience in chemistry. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103** and **Mathematics 161** and **171**.

Because the department offers programs based on the interests and goals of the student, a prospective major is encouraged to discuss his or her plans with the department as soon as possible. The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in other branches of science, medicine, secondary school teaching, and many fields in the business world. Advanced electives in chemistry (**Chemistry 310** and **340**), along with additional courses in mathematics and physics, also allow students to meet the formal requirements of the American Chemical Society–approved chemistry major. Students interested in this program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, economics, education, geology, mathematics, or physics.

### **Independent Study**

A student wishing to conduct a laboratory independent study project (**Chemistry 401–404**) must have taken at least one of the following courses: **Chemistry 254**, **Biology 211**, or **Biology 212**.

### **Interdisciplinary Majors**

The department participates in interdisciplinary programs in biochemistry, chemical physics, and geology and chemistry. See page 146.

### **Requirements for the Minor in Chemistry**

The minor consists of five chemistry courses at or above the 100-level.

### **Introductory, Intermediate, and Advanced Courses**

#### **[50a. Topics in Chemistry: Global Change.]**

#### **99a. Introductory Chemistry.** Every fall. THE DEPARTMENT.

Designed for students with weak backgrounds or no prior experience in chemistry. An introduction to the states of matter and their properties, the mole concept and stoichiometry, and selected properties of the elements. Lectures, conferences, and four hours of laboratory work per week.

#### **109a. General Chemistry.** Every fall and spring. THE DEPARTMENT.

Introduction to models for chemical bonding and intermolecular forces; characterization of systems at equilibrium and spontaneous processes, including oxidation and reduction; and the rates of chemical reactions. Lectures, conferences, and four hours of laboratory work per week.

Prerequisite: A secondary school course in chemistry or **Chemistry 99**.

#### **210a. Quantitative Analysis.** Fall 1996. Ms. STEMMLER.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and gravimetric techniques are covered. Fundamentals of gas and liquid chromatography and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

#### **225a. Elementary Organic Chemistry.** Spring 1997. Mr. BROENE.

An introduction to the chemistry of the compounds of carbon. Provides the foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week. Not open to first-year students Spring 1997 only.

Prerequisite: **Chemistry 109**.

#### **226a. Organic Chemistry.** Fall 1996. THE DEPARTMENT.

A continuation of the study of the compounds of carbon. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a

foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225**.

**[230a–239a. Intermediate Topics in Chemistry.]**

**240a. Inorganic Chemistry.** Spring 1997. MR. NAGLE.

An introduction to the chemistry of the elements. Chemical bonding and its relationship to the properties and reactivities of main group and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides the foundation for further work in inorganic chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

**251a. Physical Chemistry I.** Every fall. MR. BUTCHER.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical kinetics are related to molecular properties by means of the kinetic theory of gases.

Prerequisites: **Chemistry 109**, **Physics 103**, and **Mathematics 171**. **Mathematics 181** recommended.

**252a. Physical Chemistry II.** Every spring. MR. CHRISTENSEN.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy.

Prerequisite: **Chemistry 251** or permission of the instructor. **Mathematics 181** recommended.

**254a. Physical Chemistry Laboratory.** Every spring. MR. CHRISTENSEN.

Experiments in thermodynamics, kinetics, spectroscopy, and quantum chemistry. Modern experimental methods, including digital electronics, computer-based data acquisition, and the use of pulsed and continuous lasers, are used to verify and explore fundamental concepts of physical chemistry. Emphasis on a modular approach to experimental design and the development of scientific writing skills. Lectures and four hours of laboratory work per week.

Prerequisites: **Chemistry 251** and **252** (generally taken concurrently).

**261a. Biochemistry I.** Every fall. MR. HOWLAND.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on kinetics and mechanisms of enzymic reactions and upon equilibrium and non-equilibrium thermodynamics underlying biological processes. Lectures and informally scheduled laboratories, based upon computer models of biochemical reactions and metabolic networks. (Same as **Biology 261**.)

Prerequisite: **Chemistry 226**.

**262a. Biochemistry II.** Every spring. Mr. PAGE.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Biology 262.**)

Prerequisite: **Chemistry 226** and **Biology/Chemistry 261.**

**270a. Molecular Structure Determination in Organic Chemistry.** Spring 1997. Mr. BROENE.

Theory and applications of spectroscopic techniques useful for the determination of organic structures. Mass spectrometry and infrared, ultraviolet-visible, and nuclear magnetic resonance (NMR) spectroscopy are discussed. Heavy emphasis is placed on applications of multiple-pulse Fourier transform NMR spectroscopic techniques. Lectures and up to two hours of laboratory work per week.

Prerequisite: **Chemistry 226.**

**310a. Instrumental Analysis.** Spring 1997. Ms. STEMMLER.

Theoretical and practical aspects of instrumental techniques such as nuclear magnetic resonance, infrared, Raman, X-ray fluorescence, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Signal processing, correlation techniques, and computer interfacing are explored. Lectures and four hours of laboratory work per week.

Prerequisites: **Chemistry 210** and **254** or permission of the instructor.

**[320a. Advanced Organic Chemistry.]****330a–339a. Advanced Topics in Chemistry.****330a. Bioorganic Chemistry.** Fall 1996. Mr. PAGE.

The bioorganic chemistry of enzyme catalysis: an introduction to structure and mechanism in bioorganic chemistry. Concepts and methods of physical organic chemistry are applied toward understanding the factors that govern the catalysis of reactions by enzymes.

Prerequisites: **Chemistry 226** and **251**, or permission of the instructor.

**[332a. Advanced Topics in Organic Chemistry.]****340a. Advanced Inorganic Chemistry.** Fall 1996. Mr. NAGLE.

An in-depth coverage of inorganic chemistry. Spectroscopic and mechanistic studies of coordination and organometallic compounds, including applications to bioinorganic chemistry, are emphasized. Symmetry and applications of group theory are discussed.

Prerequisites: **Chemistry 240** and **252.**

**291a–294a. Intermediate Independent Study.** THE DEPARTMENT.**401a–404a. Advanced Independent Study and Honors.** THE DEPARTMENT.

For students intending to conduct a laboratory research project, one of **Chemistry 254**, **Biology 211**, or **Biology 212** is required.

## Classics

### *Professors*

John W. Ambrose, Jr.

Barbara Weiden Boyd, *Chair*

### *Assistant Professors*

James A. Higginbotham

Ellen Greenstein Millender

The Department of Classics offers two major programs: one with a focus on language and literature (classics), and one with a focus on classical archaeology (classics/archaeology). Students pursuing either major are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the two major programs: for each, requirements in Greek and/or Latin and in classical archaeology must be fulfilled.

### **Classics**

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of classics courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

### **Requirements for the Major in Classics**

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level; one of the remaining courses should be **Archaeology 101** or **102**. Students concentrating in one of the languages are encouraged to take at least two courses in the other. No more than one classics course numbered in the 50s may be counted toward the major.

### **Classics/Archaeology**

Within the broader context of classical studies, the classics/archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

### **Requirements for the Major in Classics/Archaeology**

The major in classics/archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101**, **102**, and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. No more than one classics course numbered in the 50s may be counted toward the major.

### Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 146.

### Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek*: Five courses in the department, including at least four in the Greek language;
2. *Latin*: Five courses in the department, including at least four in the Latin language;
3. *Classics*: Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205**;
4. *Archaeology*: Six courses in the department, including either **Archaeology 101** or **102**, one archaeology course at the 300 level, and two other archaeology courses;
5. *Classical Civilization* (Greek or Roman): Six courses, including
  - a. —*for the Greek civilization concentration*:  
two courses in the Greek language;  
**Archaeology 101**;  
one of the following: **Classics 11** (or any other appropriate first-year seminar), **51**, or **52**; or **Philosophy 111**; or **Government 240**;  
and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Philosophy 331** or **335**; **Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.
  - b. —*for the Roman civilization concentration*:  
two courses in the Latin language;  
**Archaeology 102**;  
one of the following: **Classics 11** (or any other appropriate first-year seminar) or **51**; or **Philosophy 111**; or **Government 240**;  
and two of the following: **Archaeology 204** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Classics Department.

### Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of



Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students in both major programs can study in the junior year (see page 38). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

## ARCHAEOLOGY

**Archaeology 101** and **102** are offered in alternate years.

**101c. Introduction to Greek Archaeology.** Fall 1997. MR. HIGGINBOTHAM.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art 209.**)

**102c. Introduction to Roman Archaeology.** Fall 1996. MR. HIGGINBOTHAM.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art 210.**)

**201c. The Archaeology of the Hellenistic World.** Spring 1997. MR. HIGGINBOTHAM.

Examines the reign and legacy of Alexander the Great, as evidenced in the archaeological record. From his accession to the throne of Macedonia in 336 B.C., until his untimely death in 323 B.C., Alexander extended the boundaries of the Greek world from the Balkans to Egypt, Mesopotamia, and Asia as far as the Indus River. This course covers the dramatic developments in sculpture, painting,



architecture, and the minor arts in the cosmopolitan Greek world from the time of Alexander the Great until the advent of Rome in the first century B.C. Assigned readings supplement illustrated presentations of the major monuments and artifact sessions in the Bowdoin College Museum of Art.

**[203c. Temples, Shrines, and Holy Places of Ancient Greece.]**

**[204c. Pagans and Christians: Art and Society in Late Antiquity.]**

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include: the Greek bronze age; Etruscan art and archaeology; Greek and Roman numismatics; Pompeii and the cities of Vesuvius. The 300-level course scheduled for 1996–97 is:

**306c. Cult and Religion in the Roman World.** Spring 1997. MR. HIGGINBOTHAM.

Explores the rich and diverse religions of the Roman world from prehistory until the rise of Christianity, as revealed through the archaeological record. Architecture and artifacts are examined with the purpose of understanding cult practice and the religious institutions of the Roman Empire. Class lectures and discussions explore the origins and practice of Roman domestic religion and native Italic cults, the incorporation of foreign gods into and their equation with the Italic pantheon, and the political role of state-sponsored religion. Assigned readings supplement illustrated presentations of the major monuments and artifact sessions in the Bowdoin College Museum of Art.

Prerequisite: Archaeology 101, 102, 203, or 204.

## CLASSICS

### First-Year Seminar

For a full description of the following first-year seminar, see pages 110-111.

**16c. Cultural Connections in the Ancient Mediterranean.** Fall 1996.

MR. HIGGINBOTHAM.

### Introductory, Intermediate, and Advanced Courses

**51c. Classical Mythology.** Spring 1997. MS. BOYD.

Focuses on the mythology of the Greeks and the use of myth in Classical literature. Other topics considered are: recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses*.

**52c. Greek Literature in Translation.** Spring 1998. MS. BOYD.

An introduction to the important works of Greek literature in English translation. The objective of the course is not only to provide an understanding and appreciation of the literary achievements of the Greeks, but also to convey a sense of the meaning and spirit of Greek literature in the context of Greek history and culture.

[203c. Temples, Shrines, and Holy Places of Ancient Greece.]

[204c. Pagans and Christians: Art and Society in late Antiquity.]

**211c. Greek History Survey: The Emergence of the Greek City-State.** Spring 1998. Ms. MILLENDER.

A chronological survey of archaic and classical Greek history and civilization from the traditional foundation of the Olympic games in 776 B.C. to the fall of the Athenian empire in 404 B.C. Three main themes are developed: political theory and practice, warfare, and gender relations in ancient Greece. Emphasis is placed on the interpretation of ancient evidence, including primary literary works, inscriptions, and relevant archaeological material. Attention is also given to historical methods, particularly textual criticism and the utilization of different, and sometimes conflicting, types of evidence. (Same as **History 201.**)

**212c. Conquest, Expansion, and Conflict: The Development of the Roman Empire 264 B.C.E.–14 C.E.** Spring 1997. Ms. MILLENDER.

Examines Rome's rapid transformation into the leading power in the Mediterranean and the political, social, cultural, and economic changes that this extended period of growth produced in Roman society. Following a general introduction to early Roman history and institutions, this course traces Rome's usurpation of Carthaginian power in the West and conquest of the Hellenistic East, and investigates the forces that led to the fall of the Roman Republic and the rise of the Roman Empire under the guidance of Augustus, Rome's first emperor. Emphasis is placed on the interpretation of ancient evidence, including primary literary works, inscriptions, and relevant archaeological material. (Same as **History 202.**)

**221c. Women in the Life and Literature of Classical Antiquity.** Spring 1998. Ms. BOYD.

Examines the experiences of Greek and Roman women as represented in both literary and documentary sources. Topics include: the portrayal of women in ancient myth and literature, women's role in state and private religious activities, women in the elite, the legal and social status of women, family and household organization, and scientific knowledge and folklore concerning gender and sexuality in antiquity. These and other topics are followed chronologically through the two cultures, with special emphasis given to the coincidences and conflicts between literary images of women and the realities recoverable through documentary evidence.

Prerequisite: Any Classics or Women's Studies course, or permission of the instructor.

**223c. Family and Society in Ancient Rome.** Fall 1997. Ms. BOYD.

An exploration of the Roman concept of the family in historical and cultural context. Topics to be covered include the ancient definition of *familia*, and its legal and social implications; marriage and divorce; the ideal of *patria potestas* and real family dynamics; women's roles in the family; slavery and the roles of

slaves in the family; the status, treatment, and education of children; household economics; and the Roman house, both urban and rural. Readings will be selected from both primary sources in translation (literary, historical, and documentary) and modern socio-historical studies of the topic. No background in classics is required.

**226c. "Barbarians" in the Ancient World.** Fall 1997. Ms. MILLENDER.

Explores the ways in which both the Greeks and Romans perceived and depicted outsiders and formulated their conceptions of the "self" and the "other." Beginning with a look at current works on ethnography and intercultural contact, we then examine Greek and Roman accounts of the various peoples who lived on the fringes of their respective civilizations. Topics include the development of ethnography in the ancient world, the position of race in ancient conceptions of the "barbarian," the role of gender and sexuality in constructions of difference, and religion and ritual as cultural signifiers.

**228c. Ancient Slavery and Modern Ideology.** Fall 1996. Ms. MILLENDER.

Explores the nature of slavery in both archaic and classical Greek society and republican and imperial Roman society. Through close examination of the literature, art, and archaeological remains from these periods, this course examines the processes that led to the exploitation of slave labor in both societies, how slavery functioned within the ancient economy and in ancient political systems, whether it had any racial basis, and how it was judged socially, morally, and philosophically. Comparisons are made between these two slave societies and later examples, particularly that of the United States before the Civil War, in order to understand what was unique about slavery in the ancient world. The course also considers modern historiography on ancient slavery and how this affects our understanding of slavery in two societies removed both in time and space from the modern world. (Same as **History 200.**)

## GREEK

**101c. Elementary Greek.** Every fall. Mr. AMBROSE.

A thorough presentation of the elements of accidence and syntax based, insofar as possible, on unaltered passages of classical Greek.

**102c. Elementary Greek.** Every spring. Mr. AMBROSE.

A continuation of **Greek 101**. During this term, a work of historical or philosophical prose is read.

**203c. Intermediate Greek for Reading.** Every fall. Ms. MILLENDER.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work.

Prerequisite: **Greek 102** or two to three years of high school Greek.

**204c. Homer.** Every spring. Mr. AMBROSE.

One advanced Greek course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Greek lyric and elegiac poetry; Homer's *Odyssey*; Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Aristophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era. The 300-level courses scheduled for 1996-97 and 1997-98 include:

**301c. Homer: The Odyssey.** Spring 1997. MR. AMBROSE.

**303c. The Historians.** Fall 1997. MS. MILLENDER.

**305c. Tragedy.** Spring 1998. MR. AMBROSE.

**306c. Plato and Aristotle.** Fall 1996. MR. AMBROSE.

## LATIN

**101c. Elementary Latin.** Every fall. MS. MILLENDER.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

**102c. Elementary Latin.** Every spring. MS. MILLENDER.

A continuation of **Latin 101**. During this term, readings are based on unaltered passages of classical Latin.

**203c. Intermediate Latin for Reading.** Every fall. THE DEPARTMENT.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work and excerpts from Latin poetry.

Prerequisite: **Latin 102** or two to three years of high school Latin.

**204c. Studies in Latin Literature.** Every spring. THE DEPARTMENT.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History*, or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned.

Prerequisite: **Latin 203** or three to four years of high school Latin.

**205c. Latin Poetry.** Fall 1996. Ms. BOYD.

An introduction to the appreciation and analysis of works by the major Latin poets. Readings include selections from poets such as Catullus, Lucretius, Horace, Virgil, and/or Ovid.

Prerequisite: **Latin 204** or four years (or more) of high school Latin.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses*; Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics*; Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses scheduled for 1996-97 and 1997-98 include:

**303c. Elegiac Poetry.** Spring 1998. Ms. BOYD.

**304c. Cicero and Roman Oratory.** Fall 1997. Ms. BOYD.

**305c. Virgil: *The Aeneid*.** Spring 1997. Ms. BOYD.

**306c. The Roman Novel.** Fall 1996. Ms. BOYD.

**Independent Study in Greek, Latin, Archaeology, and Classics**

**291c-294c. Intermediate Independent Study.** THE DEPARTMENT.

**401c-404c. Advanced Independent Study and Honors.** THE DEPARTMENT.

## Computer Science

*Professor*

Allen B. Tucker, Jr.

*Associate Professor*

David K. Garnick, *Chair*

*Visiting Assistant Professor*

Clare Bates Congdon

**Requirements for the Major in Computer Science**

The major consists of nine computer science courses and two mathematics courses (**Mathematics 171** and **228**), for a total of eleven courses. The computer science courses in the major are the two introductory courses (**Computer Science 101** and **210**), four intermediate "core" courses (**Computer Science 220**, **231**, **250**, and **289**), and three elective courses (i.e., any computer science courses numbered 300 or above). Depending on individual needs, **Computer Science 291-294** or **401-404** (Independent Study) may be used to fulfill one or two of these elective requirements.

**Requirements for the Minor in Computer Science**

The minor consists of five courses, **Computer Science 101, 210, 220, 231, and Mathematics 228.**

**Interdisciplinary Major**

The department participates in an interdisciplinary major program in computer science and mathematics. See page 146.

**Student-Designed Major**

Students who are interested in a student-designed major that combines computer science with another discipline are encouraged to discuss their ideas with the department.

**First-Year Seminar**

For a full description of the following first-year seminar, see page 111.

**10. Computers, Society, and Thought.** Fall 1996. MR. TUCKER.

**Introductory, Intermediate, and Advanced Courses**

**50a. Computers and Computation.** Spring 1997. Spring 1998.

MR. TUCKER.

Introduces students to the principles and technical aspects of key developments in computing, and addresses their impact on various academic and professional fields. Topics include the Internet and worldwide information exchange, hypermedia and user interface design, computer graphics problems, and fundamentals of computer organization. Course work includes programming and problem solving, readings, and a term project relating technology to the student's areas of interest.

**101a. Introduction to Computer Science.** Every semester.

THE DEPARTMENT.

An introduction to computer science and problem solving through computer programming. Using the PASCAL programming language, students develop interactive programs to create graphics and games, manipulate text, and perform numerical calculations. The course is open to all students, and does not assume any prior programming experience. Specially designated sections will be offered that emphasize scientific and mathematical applications; these sections may be of special interest to students looking to complement studies in mathematics and natural and social sciences. All sections provide good preparation for further computer science courses.

**210a. Data Structures and Abstraction.** Every spring. Spring 1997. Spring 1998. MS. CONGDON.

Explores the central role of abstraction in computer science in terms of both data structures and program organization. Topics include stacks, queues, trees, graphs, and the complexity of operations like searching and sorting. Laboratory exercises in C and C++ under Unix apply these abstractions to solving real problems.

Prerequisite: **Computer Science 101.**

**220a. Computer Organization.** Every fall. Fall 1996. Fall 1997.

MR. TUCKER.

Computer systems are organized as multiple layers. Each layer provides a more sophisticated abstraction than the layer upon which it is built. This course examines system design at the digital logic, microprogramming, and assembly language layers of computer organization. The goal of the course is to understand how it is possible for hardware to carry out software instructions. Laboratory work familiarizes students with a particular machine through assembly-language programming.

Prerequisite: **Computer Science 101.**

**231a. Algorithms.** Every fall. Fall 1996. Fall 1997. MR. GARNICK.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include trees, graphs, sorting, dynamic programming, NP-completeness, and approximation algorithms. Laboratory experiments are used to illustrate principles. (Same as **Mathematics 231.**)

Prerequisites: **Computer Science 210** and **Mathematics 228**, or permission of the instructor.

**250a. Principles of Programming Languages.** Every spring. Spring 1997. Spring 1998. MR. TUCKER.

Presents a comparative study of programming languages and paradigms, with special attention to object-orientation (using C++ or Eiffel), functional programming (LISP or ML), logic programming (Prolog), and parallelism. Covers principles of programming language design and implementation, including syntax, semantics, types, data procedural abstractions, control structures, inheritance, polymorphism, compilers, and interpreters.

Prerequisite: **Computer Science 210.**

**289a. Theory of Computation.** Every spring. Spring 1997. Spring 1998. THE DEPARTMENT.

Examines the theoretical principles that determine how much computational power is required to solve particular classes of problems. Topics include regular and context free languages; finite, stack, and tape machines; and solvable vs. unsolvable problems. (Same as **Mathematics 289.**)

Prerequisite: **Mathematics 228** or permission of the instructor.

**291a-294a. Intermediate Independent Study.** THE DEPARTMENT.

**335a. Parallel Computing.** Offered in alternate years. Spring 1997.

MR. GARNICK.

Examines ways in which computers and languages can provide services in parallel and coordinate the use of distributed resources. Topics include the design and analysis of parallel algorithms, interconnection networks, language-level primitives for distributed computing, and parallel algorithms in semi-numerical and scientific applications.

Prerequisites: **Computer Science 231** or consent of instructor.



**340a. Computer Graphics.** Offered in alternate years. Spring 1998.

MR. GARNICK.

A study of the theory and implementation of techniques for rendering and manipulating graphical images. Topics include clipping, filling, interaction, coordinate transformations, perspective viewing, and shading. Projects will develop interactive graphical models designed by the students.

Prerequisite: **Computer Science 210.**

**365a. Software Design.** Fall 1997. MR. TUCKER.

A study of the contemporary principles and methodologies that underlie the design and implementation of large, complex software systems. Topics include formal specification, functional decomposition, object-oriented decomposition, testing and verification strategies, security and reliability issues, user interfaces, the use of design and measurement tools, and teaming. Case studies and team software projects provide laboratory experiences that reinforce the principles discussed in class and in the readings.

**370a. Artificial Intelligence.** Offered in alternate years. Fall 1996. MS. CONGDON.

Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, and statistical and neural network approaches are applied to problems such as game playing, planning, the understanding of natural language, and computer vision.

Prerequisite: **Computer Science 210 and 250**, or permission of the instructor.

**375a. Natural Language Processing.** Offered in alternate years. Fall 1997. THE DEPARTMENT.

Explores the design of computer systems that try to understand or generate natural language text. Topics include syntactic grammars for representing sentence structure, semantic systems for representing word and sentence meaning, pragmatic models for interpreting sentences in context, and the power and limits of statistical corpus-based techniques.

Prerequisite: **Computer Science 210 and 250**, or permission of the instructor.

**401a–404a. Advanced Independent Study and Honors.** THE DEPARTMENT.



## Economics

### *Professors*

A. Myrick Freeman III  
David J. Vail

### *Associate Professors*

Rachel Ex Connelly, *Chair*  
Gregory P. DeCoster  
John M. Fitzgerald†  
Jonathan P. Goldstein  
C. Michael Jones

### *Visiting Associate*

#### *Professor*

Robert J. McIntyre

### *Assistant Professors*

Deborah S. DeGraff  
B. Zorina Khan  
Andreas Ortmann†

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to study economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to study the application of economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., corporations, government agencies, labor unions), and current policy issues (e.g., the federal budget, poverty, the environment, deregulation). The major is a useful preparation for graduate study in economics, law, business, or public administration.

### **Requirements for the Major in Economics**

The major consists of three core courses (**Economics 255, 256, and 257**), two advanced topics courses numbered in the 300s, and two additional courses in economics numbered 200 or above. Because **Economics 101** is a prerequisite for **Economics 102**, and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have some combination of **Economics 255, 256, and 257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C or better must be earned in a course.

All prospective majors and minors are strongly encouraged to complete **Mathematics 161**, or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 222**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316**. The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316**. Students should consult the Economics Department about other mathematics courses that are essential for advanced study in economics.

**Interdisciplinary Major**

The department participates in an interdisciplinary major in mathematics and economics. See page 146.

**Requirements for the Minor in Economics**

The minor consists of **Economics 255** or **256**, and any two additional courses numbered 200 or above.

**First-Year Seminar**

**[18b. Sustainable Development: Environment, Economics, and Society.]**

**Introductory, Intermediate, and Advanced Courses**

**101b. Principles of Microeconomics.** Every semester. THE DEPARTMENT.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102**.

**102b. Principles of Macroeconomics.** Every semester. THE DEPARTMENT.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101**.

**207b. International Economics.** Fall 1996. MR. JONES.

An analysis of the factors influencing the direction and composition of trade flows among nations, balance of payments equilibrium and adjustment mechanisms, and the international monetary system. Basic elements of international economic theory are applied to current issues such as tariff policy, capital flows and international investment, reform of the international monetary system, and the international competitiveness of the American economy.

Prerequisites: **Economics 101** and **102**.

**208b. American Economic History and Development.** Fall 1996.

MS. KAHN.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of U. S. economic growth. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions.

Prerequisites: **Economics 101** and **102**.

**209b. Financial Markets.** Spring 1997. Ms. KAHN.

A study of the economics of financial markets. Analytical tools needed to understand the domestic financial markets are developed and applied to current economic events. Topics include the money supply process; portfolio theory and the capital asset pricing model; the function, structure, and operation of debt and equity markets; the efficient markets hypothesis; and financial innovation and regulation.

Prerequisites: **Economics 101** and **102**.

**210b. Economics of the Public Sector.** Fall 1997 or Spring 1998.

MR. FITZGERALD.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation.

Prerequisite: **Economics 101**.

**212b. Labor and Human Resource Economics.** Fall 1997 or Spring 1998. Ms.

CONNELLY.

A study of labor market structure and its performance, with special emphasis on human resources policies, human capital formation, and models of discrimination in the labor market.

Prerequisite: **Economics 101**.

**214b. Comparative Political Economy.** Fall 1996. MR. MCINTYRE.

An investigation of criteria for defining and evaluating the performance of different forms of organizing economic activity. Considers market, mixed, and planned economies, with specific attention to France, Germany, Sweden, Japan, the Former Soviet Union, Eastern Europe, China, and Cuba. Comparison of alternative incentive, resource allocation, distributional, and social policy structures; evaluation of strategies for achieving long-term growth; and analysis of interactions between economic, political, and cultural factors in determining differential systems outcomes.

Prerequisites: **Economics 101** and **102**, or permission of the instructor.

**216b. Industrial Organization.** Fall 1997 or Spring 1998. MR. ORTMANN.

A study of the organization of for-profit and nonprofit firms, their strategic interactions, and the role of information. Introduces basic game-theoretic concepts, with which many problems of industrial organization can be analyzed.

Prerequisite: **Economics 101** or permission of the instructor.

**217b. The Economics of Population.** Spring 1997. Ms. DEGRAFF.

A study of the interaction of economic variables and population processes, especially fertility, mortality, and migration. The first half of the course focuses on economic determinants of population dynamics; the second half, on the consequences of population growth for the economy. Analysis of both industrialized and developing countries is incorporated.

Prerequisite: **Economics 101**.

**218b. Economics of Environmental Quality and Resources.** Fall 1996.

MR. FREEMAN.

The economic dimensions of environmental quality and resource management problems faced by the United States and the world. The relationships among population, production, and pollution; the role of market failure in explaining the existence of pollution; evaluation of alternative strategies for pollution control and environmental management; the adequacy of natural resource stocks to meet the future demands of the United States and the world.

Prerequisite: **Economics 101**.

**219b,d. Underdevelopment and Strategies for Development in Poor Countries.** Spring 1997. MR. VAIL.

The major economic features of underdevelopment are investigated, with stress on economic dualism and the interrelated problems of poverty, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include the Third World debt crisis, environmental sustainability, and rapid industrialization in East Asia.

Prerequisites: **Economics 101** and **102**, or permission of the instructor.

**[223b. European Economic History.]****235b. Transitional Economies: Planning, Economic Reform, and Reorganization.** Spring 1997. MR. MCINTYRE.

Considers the difficult transition to market-type economy in Eastern Europe, the former Soviet Union, and China. Issues of privatization, marketization, the sequencing of reforms, the survival of mixed forms of ownership, and the social-policy consequences of these changes are studied over the period from 1978–1997. The historical roots of current differences in economic reform, performance, and structure are also examined. Comparisons are also made to the late-industrializing East Asian model of development, as well as earlier to Japanese experience.

Prerequisites: **Economics 101** and **102**, or permission of the instructor.

**255b. Microeconomics.** Fall 1996 and Spring 1997. MS. CONNELLY.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics. Enrollment limited to 40 students.

Prerequisites: **Economics 101** and **102**. Elementary calculus will be used.

**256b. Macroeconomics.** Fall 1996. MR. JONES. Spring 1997. MR. DECOSTER.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants,

interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis. Enrollment limited to 40 students.

Prerequisites: **Economics 101 and 102.** Elementary calculus will be used.

**257b. Economic Statistics.** Fall 1996. Ms. DeGRAFF. Spring 1997.

MR. GOLDSTEIN.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed. Enrollment limited to 40 students.

Prerequisites: **Economics 101 and 102.** Elementary calculus will be used.

**291b–294b. Intermediate Independent Study.** THE DEPARTMENT.

Courses numbered above 300 are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to 18 students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

**301b. The Economics of the Family.** Spring 1997. Ms. CONNELLY.

Microeconomic analysis of the family, its roles, and its related institutions. Topics include marriage, fertility, labor supply, divorce, and the family as an economic organization.

Prerequisites: **Economics 255 and 257,** or permission of the instructor.

**302b. Business Cycles.** Spring 1997. MR. GOLDSTEIN.

A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, NBER analysis of cycles, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles.

Prerequisite: **Economics 256** or permission of the instructor.

**308b. Advanced International Trade.** Spring 1997. MR. JONES.

The study of international trade in goods and capital. Theoretical models are developed to explain the pattern of trade and the gains from trade in competitive and imperfectly competitive world markets. This theory is then applied to issues in commercial policy, such as free trade versus protection, regional integration, the GATT and trade liberalization, foreign direct investment, LDC debt, and the changing comparative advantage of the United States.

Prerequisite: **Economics 255** or permission of the instructor.

**309b. Monetary Economics and Finance.** Fall 1996. MR. DECOSTER.

Advanced study of monetary and financial economics. Topics include portfolio theory and asset pricing models; financial market volatility and the efficient markets hypothesis; options and futures; mergers and acquisitions; monetary and financial theories of the business cycle; and issues in the conduct of monetary policy.

Prerequisites: **Economics 255 and 257 and Mathematics 161**, or permission of the instructor.

**310b. Advanced Public Economics.** Fall 1997 or Spring 1998. MR. FITZGERALD.

A survey of theoretical and empirical evaluations of government activities, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized.

Prerequisites: **Economics 255 and 257**, or permission of the instructor. Not open to those who have taken **Economics 210**.

**316b. Econometrics.** Fall 1996. MR. GOLDSTEIN.

A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macro-economics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required. Enrollment limited to 25 students.

Prerequisites: **Economics 257 or Mathematics 265, and Mathematics 161**, or permission of the instructor.

**318b. Environmental and Resource Economics.** Fall 1997. MR. FREEMAN.

Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; benefit-cost analysis, risk-benefit assessment, and the techniques for measuring benefits and costs of policies.

Prerequisites: **Economics 255 and 257**. Not open to those who have taken **Economics 218**.

**319b,d. The Economics of Development.** Fall 1997 or Spring 1998.

MS. DEGRAFF.

Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. The course has a dual focus on modeling household decisions and on the effects of government policy and intervention. Topics include household labor allocation; agriculture production, land use, and land tenure systems; investment in education and human resource development; income inequality; and population dynamics.

Prerequisites: **Economics 255 and 257**, or permission of the instructor.

**321b. Ecological Economics and Sustainable Development.** Fall 1996.

MR. VAIL.

Explores an emerging economic sub-discipline, built on the recognition that economies are open sub-systems of ecosystems, subject to natural "laws" and constraints. The first focus is theories and evidence regarding co-evolution of the economy and environment, drawing insights from biophysical and social sciences. The course then traces recent scholarly debates about principles for sustainable economic development and operational guidelines for sustainable resource allocation and ecosystem maintenance.

Prerequisites: **Economics 255** and **257** or equivalent background in empirical methods.

**349b. Economic Geography.** Fall 1997 or Spring 1998. MR. DECOSTER.

Examines the spatial distribution of economic activity with the goal of understanding the changing patterns of economic agglomeration and demarcation observed in modern economies. Topics may include city formation, structure, and growth; models of systems of cities; urbanization and economic development; suburbanization and edge city economics; the dynamics of regional economic evolution; and financial issues in economic geography, such as the determinants of optimal currency areas. Theoretical analysis is supplemented with applications drawn from current developments, such as European economic unification.

Prerequisites: **Economics 255** and **Mathematics 171**, or permission of the instructor.

**355b. Topics in Advanced Microeconomic Theory: The Theory and Practice of Games and Decisions.** Spring 1998. MR. ORTMANN.

Many problems in business, politics, and everyday life can be framed in simple game-theoretic terms. Introduces the essential ideas of noncooperative game theory and asymmetric information. Also introduces the student to the use of experimental methods in economics.

Prerequisite: **Economics 255** or permission of the instructor.

**401b–404b. Advanced Independent Study and Honors.** THE DEPARTMENT.

## Education

*Associate Professor*

T. Penny Martin, *Chair*

*Assistant Professor*

Nancy E. Jennings

*Lecturer*

Kathleen O'Connor

*Adjunct Lecturer*

George S. Isaacson

**Bowdoin College does not offer a major in education.**

**Requirements for the Minor in Education**

The minor in education consists of four courses.



### **Requirements for Certification to Teach in Public Secondary Schools**

Because teaching in the public schools requires some form of licensure, the education department provides a sequence of courses which may lead to certification for secondary school teaching. This sequence includes the following:

1. A major in the discipline the student intends to teach, such as Spanish, biology, mathematics, or English. History and government majors are classified as social studies for certification purposes; meeting social studies requirements requires early and careful planning. Public schools rarely offer more than one course in subjects such as sociology, philosophy, anthropology, art history, religion, or economics, so students with interests in those and similar fields should meet with department members as soon as possible to develop a program that will include those interests within a teaching field. While students' programs of study at Bowdoin need not be seriously restricted by plans to teach, majors and minors should be chosen with teaching possibilities in mind.

2. Six courses offered by the Department of Education: **Education 101** or **102**; **Education 203**; and **Education 301, 302, 303, and 304**.

3. **Psychology 101**.

4. Pre-practicum experience in a classroom.

Because education is not a major at Bowdoin, students interested in teaching as a career must carefully plan the completion of course work for certification.

### **Requirements for Teaching in Private Schools**

State certification is not usually a requirement for teaching in independent schools. Thus, there is no common specification of what an undergraduate program for future private school teachers should be. In addition to a strong major in a secondary-school teaching field, however, it is recommended that prospective teachers follow a sequence of courses similar to the one leading to public school certification.

There is a further discussion of careers in teaching on page 36.

### **Introductory, Intermediate, and Advanced Courses**

**101c. Contemporary American Education.** Fall 1996. Ms. JENNINGS.

Examines current educational issues in the United States, beginning with the *Brown* school desegregation decision in 1954. Topics include the purpose of schooling and what should be taught, the roles of federal, state, and local governments in education, the rise of new populations and new educational institutions, school choice, issues of gender, and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

**102c. History of American Education.** Spring 1997. Ms. MARTIN.

A study of the evolution of American educational ideas and institutions. Enduring themes that have shaped American education, such as the purpose of schooling, the nature of the curriculum, and the training and role of the teacher, are traced through the works of such figures as Horace Mann, Mary Lyon, W. E. B. DuBois, and John Dewey.



**202c. Education and Biography.** Spring 1997. Ms. MARTIN.

An examination of issues in American education through biography, autobiography, and autobiographical fiction. The effects of class, race, and gender on teaching, learning, and educational institutions are seen from the viewpoint of the individual, one infrequently represented in the professional literature. Authors include Coles, McCarthy, Kincaid, and Welty.

Prerequisite: **Education 101** or **102**, or permission of the instructor. Enrollment limited to sophomores, juniors, and seniors.

**203c. Educating All Children.** Fall 1996. Ms. JENNINGS.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. The course focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires two hours a week in schools.

Prerequisite: **Education 101** or **102**, or permission of the instructor.

**250c. Law and Education.** Every other year. Fall 1996. Mr. ISAACSON.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. This course analyzes the public policy considerations that underlie court decisions in the field of education, and it considers how those judicial interests may differ from the traditional concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, student discipline, sex discrimination, prayer, religious objections to compulsory education and curriculum materials, race relations, teachers' rights, school financing, bilingual programs, and education of the handicapped.

**251c. The Teaching of Writing: Theory and Practice.** Fall 1996.

Ms. O'CONNOR.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

*This course may not be used to satisfy teacher certification requirements.*

Prerequisite: Selection in previous spring by application to the instructor.

**301c. Teaching.** Fall 1996. Ms. MARTIN.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of

local classrooms. Peer teaching is an integral part of the course experience. Requires three hours a week in schools.

Prerequisites: Senior standing, one Bowdoin education course, **Psychology 101**, and permission of the instructor.

**302c. Student Teaching Practicum.** Spring 1997. Ms. JENNINGS.

Because this final course in the student teaching sequence demands a considerable commitment of time and serious responsibilities in a local secondary school classroom, enrollment in the course requires the recommendation of the instructor of **Education 301**. Recommendation is based on performance in **Education 301**, the student's cumulative and overall academic performance at Bowdoin, and the student's good standing in the Bowdoin community. Required of all students who seek secondary public school certification, the course is also open to those with other serious interests in teaching. Grades are awarded on a Credit/Fail basis only. **Education 303 and 304 must be taken concurrently with this course.**

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203 and 301**; **Psychology 101**; pre-practicum experience in a classroom; and permission of the instructor.

**303c. Curriculum and Instruction.** Spring 1997. Ms. JENNINGS.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components.

Prerequisite: **Education 301** or permission of the instructor.

**304c. Senior Seminar: Analysis of Teaching and Learning.** Spring 1997. Ms. JENNINGS.

This course is designed to accompany **Education 302**, Student Teaching Practicum, and considers theoretical and practical issues related to effective classroom instruction.

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203 and 301**; **Psychology 101**; pre-practicum experience in a classroom; and permission of the instructor.

**291c–294c. Intermediate Independent Study.**

**401c–404c. Advanced Independent Study.**

## English

### *Professors*

Franklin G. Burroughs, Jr.  
William C. Watterson

### *Associate Professors*

David Collings  
Celeste Goodridge†  
Joseph D. Litvak  
Marilyn Reizbaum, *Chair*

### *Assistant Professors*

Louis Chude-Sokei  
Ann L. Kibbie  
Elizabeth Muther\*\*

### *Visiting Assistant Professors*

Carol A. N. Martin  
Anna Wilson

### *Joint Appointment with Theater*

Visiting Assistant Professor  
Elizabeth Wong

### **Requirements for the Major in English and American Literature**

The major requires a minimum of ten courses, three of which must be chosen from offerings in English literature before 1800 (**English 200, 201, 202, 210, 211, 220, 221, 222, 223, 230, 231, and 250**). Only one of these three courses may be a Shakespeare course. Seven additional units may be selected from the foregoing and/or **English 10–29** (first-year seminars, not more than two); **61–63** (Creative Writing, only one); **101–103; 240–288; 300–399; 291–292** (independent study); and **401–402** (advanced independent study). One upper-level course in Film Studies may be counted toward the major. Students who intend to major in English should take a minimum of three courses in the department before declaring the major. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, and other exceptions to the requirements, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

### **Requirements for the Minor in English and American Literature**

The minor requires at least five of the above courses.

### **First-Year Seminars in English Composition and Literature**

These courses are open to first-year students. The first-year English seminars are numbered 10–19 in the fall; 20–29 in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to 16 students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of the following first-year seminars, see pages 111–113.

**10c,d. English Literature and the Post-Colonial.** Fall 1996. MR. CHUDE-SOKEI.

**11c. Lyricism.** Fall 1996. MR. COLLINGS.

**12c. Gender and Class in Hollywood Romantic Comedy, 1934–1986.** Fall 1996. MR. LITVAK.

- 13c. Plato to Piaget: Processes of Education.** Fall 1996. Ms. MARTIN.
- 14c.d. American Fiction in Black and White.** Fall 1996. Ms. MUTHER.  
(Same as **Africana Studies 14.**)
- 15c. Celt-o-Files.** Fall 1996. Ms. REIZBAUM.
- 16c. An Introduction to the Drama.** Fall 1996. MR. WATTERSON.
- 17c. Hawthorne.** Fall 1996. Ms. WILSON.
- 20c. The Contemporary Essay.** Spring 1997. MR. BURROUGHS.
- 21c. Strange Cravings.** Spring 1997. MR. COLLINGS.
- 22c. Introduction to Poetry.** Spring 1997. Ms. KIBBIE.
- 23c. Modern Jewish Literature.** Spring 1997. Ms. REIZBAUM.
- 24c. "When Do We Live?": British and American Boarding School Fiction.**  
Spring 1997. MR. WATTERSON.
- 25c. Writing the Self.** Spring 1997. Ms. WILSON.

### **English 101 and 102: Survey Course in English Literature**

A reading course, with examinations, designed to familiarize students with the main currents of English literature, from Anglo-Saxon times to the twentieth century. Limited to 75 students each semester, with preference given in **English 101** to sophomores, juniors, and AP first-year students (in that order).

#### **101c. Every fall.** Fall 1996. MR. BURROUGHS.

Provides a broad introduction, from the beginnings to the end of the eighteenth century. Individual works are studied in the context of major stylistic, thematic, and historical developments. Special attention is given to genre and prosody. Major writers include Chaucer, Shakespeare, Donne, Milton, and Pope.

[102c.]

### **Courses in Composition and Creative Writing**

#### **[60c. English Composition.]**

#### **61c. Creative Writing I: Poetry.** Fall 1996. THE DEPARTMENT.

Intensive study of the writing of poetry through the workshop method. Students will be expected to write in free verse, in form, and to read deeply from an assigned list of poets.

Prerequisite: Permission of the instructor. Enrollment limited to 15 students.

#### **63c. Creative Writing II: Narrative.** Spring 1997. MR. BURROUGHS.

A workshop for writers interested in fiction and/or nonfictional prose narrative. Enrollment limited to 12 students.

Prerequisite: Permission of the instructor. Participants will be selected on the basis of an 8–15 page writing sample, to be submitted to the instructor by **November 1, 1996**. Students will know whether or not they are admitted to the class by November 15.

## Advanced Courses in English and American Literature

### 200c. Old English. Fall 1997. THE DEPARTMENT.

An introductory study of the language, history, and texts of Anglo-Saxon England.

### 201c. Chaucer. Spring 1998. MR. BURROUGHS.

Emphasis on *The Canterbury Tales*.

### 202c. Topics in Middle English Literature. Fall 1996. MS. MARTIN.

Studies literary and historical representations of medieval English heroes and their relations to several cultural "others": Saxons, women, Saracens, heathens, and Jews. Readings of twelfth- through fifteenth-century texts include selections from debate poems, English chronicles, the *lais* of Marie de France, letters, Arthurian and Jewish fictions, fourteenth-century alliterative poems, and selections from Chaucer and Henryson.

### 210c. Shakespeare's Comedies and Romances. Fall 1997. MR. WATTERSON.

Examines *A Midsummer Night's Dream*, *The Merchant of Venice*, *Twelfth Night*, *As You Like It*, *The Winter's Tale*, *Cymbeline*, *Pericles*, and *The Tempest* in light of Renaissance genre theory.

### 211c. Shakespeare's Tragedies and Roman Plays. Spring 1997. MR. WATTERSON.

Examines *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory.

### [220c. English Literature of the Early Renaissance.]

### [221c. English Literature of the Late Renaissance.]

### 222c. Milton. Every other year. Fall 1996. MS. KIBBIE.

A critical study of his chief writings in poetry and prose.

### 223c. Elizabethan and Stuart Drama (Early English Drama). Every other year. Spring 1997. MS. MARTIN.

Studies in origins and development of English drama, with particular attention to instances in which "staging" is used as metaphor for interactions between individuals and social institutions. Readings and viewings will be selected from medieval cycle plays and morality plays, anonymous popular works, Lily, Kyd, Marlowe, Dekker, Greene, Jonson, Tourneur, Webster, Beaumont, Fletcher, Massinger, and Ford, among others, and from tracts written to protest the social effects of the theater.

### 230c. Restoration and Early Eighteenth-Century English Literature. Every other year. Fall 1997. MS. KIBBIE.

An overview of the literature of the Restoration and the early eighteenth century, exclusive of the novel. Authors include Dryden, Behn, Pope, and Swift.

### 231c. Late Eighteenth-Century English Literature. Every other year. Spring 1998. MS. KIBBIE.

An overview of the literature of the late eighteenth century, exclusive of the novel. Authors include Boswell, Johnson, Burke, Goldsmith, and Sheridan.

**240c. English Romanticism I: After Revolution.** Every other year. Fall 1996. MR. COLLINGS.

English literature in the years immediately after the fall of the Bastille. Considers debates over the French Revolution; the theater of heroic crime; the poetry of radical dissent and of agrarian republicanism; Jacobin and feminist fiction; and strains of anti-utopian social thought. Authors may include Burke, Paine, Blake, More, Schiller, Godwin, Wollstonecraft, Hays, Polwhele, Wordsworth, Coleridge, and Malthus.

**241c. English Romanticism II: Towards Modern England.** Spring 1997. MR. COLLINGS.

English literature in the era of Napoleon and of a rapidly industrializing economy. Considers the public culture of urbane criticism; the beginnings of working-class radicalism; the literature of orientalism, decadence, and aestheticism; and the cultural politics of the Greek revival. Authors may include Smith, Jeffrey, Hazlitt, Cobbett, Owen, Coleridge, Byron, De Quincey, Percy and Mary Shelley, Hemans, and Keats.

**242c. Victorian Poetry and Prose.** Spring 1997. MR. LITVAK.

Not a survey course, but an examination of a specific issue that traverses generic boundaries and opens up new ways of thinking about the Victorians. Authors to be considered may include Tennyson, the Brownings, Arnold, Dickens, Collins, Braddon, Wood, Stevenson, Stoker, and Wilde.

**250c. The Rise of the Novel.** Every other year. Spring 1997. MS. KIBBIE.

Traces the emergence of the novel in the eighteenth century as a distinct genre that absorbed earlier kinds of writing but also provided something new. Authors include Behn, Defoe, Richardson, Fielding, Smollett, and Burney. Enrollment limited to 40 students.

**251c. The British Novel, 1780-1830.** Fall 1997. THE DEPARTMENT.

Examines the emergence of Gothic fiction and the novel of manners in the context of political and social discourses in the era of revolution. Authors may include William Godwin, Ann Radcliffe, Matthew Lewis, Maria Edgeworth, Jane Austen, Mary Shelley, and Walter Scott.

**252c. The Victorian Novel.** Every other year. Spring 1998. MR. LITVAK.

Emphasizes the social and political significance of novels by Emily Brontë, Charlotte Brontë, Charles Dickens, Elizabeth Gaskell, Wilkie Collins, George Eliot, Anthony Trollope, Thomas Hardy, and George Gissing.

**260c. Twentieth-Century British Poetry.** Spring 1997. MS. REIZBAUM.

Examines the poets of modernism, politically engaged poetry such as that of the thirties and 1970s feminism, and contemporary movements. Authors include Yeats, Eliot, Auden, Thomas, Larkin, Hughes, and Raine.

**261c. Twentieth-Century British Fiction.** Spring 1998. MS. REIZBAUM.

A glance at works written by authors of what are (roughly) the British Isles. Includes a section on British feminism (Woolf, Mansfield, Richardson, Kate O'Brien), some representations of the "colonial" text (Doris Lessing, Jean Rhys), British avant-gardism, (post) modernism (Joyce, Beckett), works from the contemporary scene, and more.

**262c. Modern Drama.** Every other year. Fall 1997. Ms. REIZBAUM.

Focuses on British and American dramas, including the works of Stoppard, Wilde, Ntoke Shange, Beckett, Albee, and Wasserstein, and some Continental playwrighting (Brecht, Ibsen).

**270c. American Literature to 1860.** Fall 1996. Ms. WILSON.

Selected readings focusing on writers of the American Renaissance. Authors include Cooper, Hawthorne, Stowe, Melville, and Whitman.

**[271c. American Literature, 1860–1917.]**

**272c. American Fiction, 1917–1945.** Every other year. Fall 1997. Ms. GOODRIDGE.

Focuses on American literature of the twenties and thirties. Attention is given to the various ways in which the historical events emerge or are repressed in this fiction. Writers include Wharton, Cather, Hemingway, Fitzgerald, Boyle, Porter, and Faulkner. Enrollment limited to 40 students.

**273c. American Fiction since 1945.** Every other year. Spring 1998. THE DEPARTMENT.

Analyzes the various experiments in fiction since the 1950s. Issues of gender, stylistic innovation, and self-reflection are emphasized. Enrollment limited to 40 students.

**274c. American Poetry in the Twentieth Century.** Fall 1997. Ms. GOODRIDGE.

Poets include Frost, Stevens, Williams, Moore, Bishop, Brooks, Lowell, Merrill, Rich, and Plath. Enrollment limited to 40 students.

**[275c,d. African-American Fiction.]**

**[276c,d. African-American Poetry.]**

**280c. Women Writers in English.** Every other year. Spring 1998. THE DEPARTMENT.

A study of traditions of women's writing. Enrollment limited to 40 students.

**282c. An Introduction to Literary Theory Through Popular Culture.** Every other year. Fall 1996. MR. LITVAK.

Designed for students who have not read extensively in contemporary literary theory but wish to familiarize themselves with the new and highly influential ways of thinking about literature and culture that "theory" has come to comprise. Readings in structuralist, deconstructive, feminist, psychoanalytic, new historicist, African-American, and lesbian and gay theory are paired with examples from popular or mass-cultural forms such as best-selling novels, music videos, Hollywood films, and soap operas; the "high" and the "abstract" will not only explain but also be explained by the "low" and the "concrete." Frequent short papers and occasional evening screenings.

*Note:* This course is offered as part of the curriculum in gay and lesbian studies.

**285c,d. Twentieth-Century Anglophone Caribbean Literature.** Spring 1997. MR. CHUDE-SOKEI.

An introduction to the literature of the Anglophone Caribbean. Writers include Earl Lovelace, Jean Rhys, Edward Kamau Brathwaite, Louise Bennett, Claude McKay, Jamaica Kincaid, and others. Although the themes of colonialism and



post-coloniality are present, the class addresses specifically local concerns, such as the representation of Caribbean life, the politics of dialect, and issues less apparent to a perspective that privileges a relationship with the West. (Same as **Africana Studies 285.**)

**286c,d. The Literature of Black Diaspora.** Fall 1996. MR. CHUDE-SOKEI.

From the early nineteenth century to the present, "race" has allowed a form of literary expression unique to an African diaspora. This course studies the context of cultural and aesthetic dissemination by looking at writers from throughout the black dispersal. Writers include Paule Marshall, Levi Tafari, Linton Kwesi Johnson, Victor Headley, and the work of scholars like Paul Gilroy and W.E.B. Du Bois. (Same as **Africana Studies 286.**)

**287c,d. Introduction to West African Fiction in English.** Fall 1997.

MR. CHUDE-SOKEI.

An introduction to the works of Chinua Achebe, Ama Ata Aidoo, Ayi Kwei Armah, Buchi Emecheta, Wole Soyinka, and others. This course focuses on the literature of Anglophone West Africa, but includes the work of other African writers and critics. The course attempts to bridge the gap between a post-colonial perspective and more nativist discourses and concerns. (Same as **Africana Studies 287.**)

**288c,d. Black Writing/Black Music.** Spring 1998. MR. CHUDE-SOKEI.

From the Jazz poetry that characterized the Harlem Renaissance to the Dub Poetry of post-independence Jamaican writers and contemporary Hip Hop, music has been evoked as the aesthetic matrix in which many black writers operate. This course investigates the relationship between written text and recorded sound. In addition to texts by W.E.B. Du Bois, Langston Hughes, Toni Morrison, and Michael Thelwell, this course also employs sound recordings. (Same as **Africana Studies 288.**)

**300c. Literary Theory.** Fall 1997. MR. LITVAK.

An analysis of semiotic, deconstructive, psychoanalytic, feminist, Marxist, African-American, and gay and lesbian theories of literature. Enrollment limited to 15 students.

Prerequisite: Permission of the instructor.

**310c-350c. Studies in Literary Genres.** Every year.

Lectures, discussions, and extensive readings in a major literary genre: e.g., the narrative poem, the lyric poem, fiction, comedy, tragedy, or the essay.

**326c. Faulkner's Major Fiction.** Fall 1996. MR. BURROUGHS.

Surveys the major Yoknapatawpha fiction, from *Flags in the Dust* (1929) to *Go Down, Moses* (1942).

Prerequisite: Permission of the instructor.

**327c. Jane Austen.** Fall 1996. MS. KIBBIE.

A study of some of Jane Austen's literary precursors (including Jane Collier, Frances Burney, and Charlotte Lennox), as well as of Austen's major works.

Prerequisite: Permission of the instructor.



**328c,d. African American Poetry: Brown, Hayden, Brooks, and Harper.** Fall 1996. Ms. MUTHER.

Explores the work of four poets—Sterling Brown, Robert Hayden, Gwendolyn Brooks, and Michael S. Harper—in relation to each other and to the double heritage of African American expressive culture and Anglo-American modernism. Students participate in the conference/festival in honor of Michael S. Harper to be held at the College during the fall semester. Enrollment limited to 15 students. (Same as **Africana Studies 328.**)

Prerequisite: Permission of the instructor.

**329c. Irish Poetics.** Fall 1996. Ms. REIZBAUM.

An examination of modern Irish literatures, their place and impact on the English canon and culture of the twentieth century. Considers the Irish uncanonical, both “insider” and “outsider” Irish writers, and explores the contemporary category of “minor” literatures in terms of some of the most celebrated authors of the century. Authors include Synge, Friel, Joyce, Beckett, Kate O’Brien, Nuala ni Dhomnaill, Heaney, Boland, and Neil Jordan. Enrollment limited to 18 students.

Prerequisite: Permission of the instructor.

**330c. The Poetry of Edmund Spenser.** Fall 1996. Mr. WATTERSON.

Begins with *The Shepheardes Calendar*, the Sonnets or *Amoretti*, the *Four Hymns*, and selected other lyrics, and concludes with careful study of *The Faerie Queen*, the greatest and most complex of all Elizabethan poems. This course will satisfy the department requirement for pre-1800 courses. Enrollment limited to 15 students.

Prerequisite: Permission of the instructor.

**331c. Eight American Poets.** Fall 1996. THE DEPARTMENT.

A seminar on a group of American Poets representative of a certain strain in the tradition, loosely called “transcendental.” Strong emphasis on prosody, close reading “excavation” of multiple meanings and sources in poems, and the poet’s negotiation of the implicit tension between technique and subject matter. Poets include Emerson, Dickinson, Frost, Stevens, Berryman, Plath, Ammons, and Charles Wright. Enrollment limited to 15 students.

Prerequisite: Permission of the instructor.

**332c,d. Modernism and African-American Literature.** Spring 1997.

Mr. CHUDE-SOKEI.

Focuses on the experience and discourse of “modernism” as it relates to black writers in and around the Harlem Renaissance. Where black American (and immigrant West Indian) writers fit into this traditionally Euro-American aesthetic category is the main concern of this course. Writers include W.E.B. Du Bois, Claude McKay, Zora Neale Hurston, Jean Toomer, and Alain Locke’s seminal *New Negro* anthology. Enrollment limited to 15 students. (Same as **Africana Studies 332.**)

Prerequisite: Permission of the instructor.

**333c. Mass Entertainment, Minority Entertainers.** Spring 1997. MR. LITVAK.

Considers the relations between marginal social groups and the cultural mainstream, focusing on the roles of Jews, gays, and African Americans in the production of U.S. mass culture, from the film *The Jazz Singer* (1927) to the present, by way of Tin Pan Alley, the Broadway musical, and classic Hollywood cinema. Extensive readings in cultural criticism, history, and theory. Frequent evening screenings in addition to regular class sessions. Enrollment limited to 15 students.

*Note:* This course is offered as part of the curriculum in gay and lesbian studies.

Prerequisite: Permission of the instructor.

**334c. Something to Say: Rhetoric, Social Intervention, and Fictive "Invention" in the Middle Ages and Renaissance.** Spring 1997. MS. MARTIN.

Studies in the techniques and self-understanding of medieval and Renaissance writers. Trained in the art called "rhetoric," pre-modern writers designed their works to persuade and motivate readers to a particular stance or action, a conscious participation in social and political formation. How they shaped their fictions to suit their persuasive purposes is the focus of this seminar. Readings vary according to interests of seminar participants, but are likely to include selections from medieval rhetoric manuals, Nigel Wireker's *Daun Burnel the Ass*, Dante Alighieri's *Convivio*, Geoffrey Chaucer's *House of Fame*, William Langland's *Piers Plowman*, Christine de Pisan's *Book of the City of Ladies*, *Jack Upland and Friar Daw's Reply*, William Thynne's (1532) edition of the *Works of Geoffrey Chaucer*, and Sidney's *Arcadia/Defense of Poesy*. This course satisfies the department's requirement for pre-1800 courses. Enrollment limited to 15 students.

Prerequisite: Permission of the instructor.

**335c. The Canon.** Spring 1997. MS. WILSON.

Examines the construction and reconstruction of the literary canon in the nineteenth and twentieth centuries. What idea of literary excellence does the canon promote at different historical moments? What are different canons designed to include or exclude? Do different canons promote different ways of reading, or different readerships? Readings range over literary and cultural criticism and theory, as well as canonical and non-canonical authors including Dickens, Woolf, Hurston, and Morrison. Enrollment limited to 15 students.

Prerequisite: Permission of the instructor.

**291c–294c. Intermediate Independent Study.** THE DEPARTMENT.**401c–404c. Advanced Independent Study and Honors.** THE DEPARTMENT.

## Environmental Studies

Administered by the Environmental Studies Committee;

Edward P. Laine, *Chair and Program Director*

(See committee list, page 277.)

*Adjunct Assistant Professor*

Jill Pearlman

*Lecturer*

Edward S. Gilfillan

*Adjunct Lecturer*

Ellen K Baum

### Requirements for the Coordinate Major in Environmental Studies (ES)

The major involves the completion of a departmental major and the following seven courses:

Required environmental studies courses:

1. **ES 101, Introduction to Environmental Studies.**

2. Senior seminar: A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two or three areas of the curriculum. **ES 390, 391, 392, 393, 394, or 396** will meet this requirement, as will **EC 321**.

3. **Five courses approved for environmental studies credit:** These courses are designated "Environmental Studies" or are cross-listed with environmental studies. The distribution of these five courses is as follows:

a. One course from each of the three curriculum areas: the sciences, social sciences, and arts and humanities.

b. Two elective courses: These courses may be chosen from environmental studies or the approved cross-listings. However, students are urged to consider **ES 291–294** and **401–404**, intermediate and advanced independent studies, in consultation with the program.

### First-Year Seminar

For a full description of the following first-year seminar, see page 113.

**11c. Nature and Culture in the American Landscape.** Spring 1997. Ms. PEARLMAN.

### Introductory, Intermediate, and Advanced Courses

**101. Introduction to Environmental Studies.** Every fall. MR. GILFILLAN AND MR. LAINE.

An examination of global, regional, and local environmental issues from the perspective of the geophysical and oceanographic sciences. Emphasis on the role of the ocean and atmosphere system and its interactions and relation to the biosphere. Principles of science and numeracy are developed as needed to help in the understanding of the underpinnings of environmental problems. Enrollment limited to 75 students, with preference given to first- and second-year students. Required for ES majors.

**115a. Introduction to Environmental Sciences.** Every spring. MR. GILFILLAN AND MR. LAINE.

An interdisciplinary introduction to the environmental sciences. Course material includes surficial and environmental geology and marine and aquatic ecology. In addition to classroom work, there are weekly sessions of laboratory work or field work that focus on local environmental problems. Enrollment limited to 25 students; preference given to students intending to major in either geology or environmental studies.

**136c. Environmental Analysis: Concepts, Institutions, Values, and Policy.** Spring 1997. Spring 1998. MR. SIMON.

Examines aspects of the environmental crisis, with special emphasis on philosophical and political issues. Topics include our relation to and responsibility for nature in light of the present crisis; the adequacy of the conceptual and institutional resources of the Western tradition to address the crisis; sustainability; and the interconnection of scientific, moral, political, economic, and policy factors. (Same as **Philosophy 136.**)

**200a. Marine Ecology.** Every fall. MR. GILFILLAN.

The relationships between organisms and their environment are considered in the context of animals and plants living in the sea. The concept of marine communities living in dynamic equilibrium with their physical-chemical environment is introduced, and the influence of human activities on the ecology of marine organisms is explored. (Same as **Biology 156.**)

Prerequisite: A college-level science course or permission of the instructor.

**220b. Environmental Law.** Fall 1997. THE DEPARTMENT.

This course examines critically some of the most important American environmental laws and applies them to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies. They are encouraged to examine the effectiveness of current law and consider alternative approaches.

Prerequisite: Junior or senior standing. Preference given to ES majors.

**241b. Principles of Land-Use Planning.** Spring 1997. THE DEPARTMENT.

Land—how it is used, who controls it, the tension between private and public rights to it—is central to today's environmental debate. Land-use planning is inevitably part of that debate. It is a bridge between the physical environment (the land) and the social, economic, and political forces affecting that environment. The course exposes students to the physical principles of land-use planning and the legal and socioeconomic principles that underlie it.

Prerequisite: Junior or senior standing. Preference given to ES majors.

**[244c. City, Anti-City, and Utopia: The Urban Tradition in America.]**

**258c. Environmental Ethics.** Fall 1997. MR. SIMON.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism,

the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. Open only to sophomores, juniors, and seniors. (Same as **Philosophy 258**.)

**390. Seminar in Environmental Studies. Reform, Revolution, or Transformation: Perspectives Drawn from Sexual, Racial, and Environmental Politics.** Fall 1997. MR. RENSENBRINK.

This interdisciplinary seminar investigates the philosophic and political claims made by contemporary social movements for women, people of color, gays and lesbians, and the environment. Such problems as identity politics, political correctness, the public/private split, the gap between nature and humanity, and the meaning of difference are explored. Special emphasis is given to the relation of these movements to the common good. The common good is treated both as a possible standard of political unity and as a challenge to reformist, revolutionary, or transformational action. Course work includes lectures, class discussion, reports, essays, and papers. Enrollment limited to 15 students. Preference given to junior and senior majors. (Same as **Africana Studies 390** and **Women's Studies 390**.)

**391. Seminar in Environmental Studies: The Gulf of Maine.** Spring 1997. MR. GILFILLAN.

A study of the environmental challenges facing the Gulf of Maine and surrounding bioregions, with major emphasis on fisheries. Enrollment limited to 15 students. Preference given to junior and senior ES majors.

**392. Seminar in Environmental Studies: Advanced Topics in Environmental Philosophy.** Fall 1996. MR. SIMON.

Topics may include conservation and our obligation to future generations; individualism, holism, and the construction of the moral community; normative aspects of policy formation; and philosophical problems concerning technology. Enrollment limited to 15 students. Preference given to senior philosophy majors and ES majors. (Same as **Philosophy 392**.)

**393. The Maine Environment.** Spring 1997. MR. LAINE.

Examination of environmental issues and problems in and around Maine. Each student is helped to design and carry out a project that focuses his or her interests and strengths on a problem of interest to local and regional environmental organizations. Work is carried out both on and off campus. Students are encouraged to frame their analyses in terms of classic writings in the environmental literature. Enrollment limited to 15 students. Preference given to junior and senior ES majors.

**394. Seminar in Environmental Studies: Chemicals in the Environment—Risks, Costs, and Policy.** Spring 1997. MR. FREEMAN.

We release a bewildering variety of chemicals into the environment. Some releases are intentional (e.g., pesticides); some are byproducts of human activity (air and water pollutants); and some are the result of accidents. Once in the

environment, these chemicals can result in risks to human health (cancer and other diseases) and to the integrity of ecological systems. Regulations to limit or prevent releases are costly and involve trade-offs. This seminar is organized around three major questions: How can the nature and magnitude of risks be determined? How does government currently make trade-offs? How should trade-offs be made in a society that desires to improve human welfare? Topics include the scientific basis for assessing risk to human health and ecosystems, benefit-cost and risk-benefit analysis, the present legal framework for regulation, and alternative approaches to regulation. Case studies include lead in the environment, PCBs, dioxins, pesticides in food, ozone and particulate matter air pollution, and control of airborne toxic chemicals. Enrollment limited to 15 students.

Prerequisites: Junior or senior standing and permission of the instructor.

**396a. Conservation Biology.** Every other spring. Spring 1997.

MR. WHEELWRIGHT.

The application of ecological and evolutionary principles to contemporary conservation problems. The seminar focuses on understanding the proximate causes for the loss of biodiversity, including habitat fragmentation and degradation, the introduction of exotic species, and environmental change on a global scale. Explores models of population genetics, demography, life history theory, wildlife management, and host-parasite dynamics through readings in the primary literature and through seminars by visiting speakers. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 396.**)

Prerequisites: **Biology 115** and **220**, or permission of the instructor.

**291–294. Intermediate Independent Study.** THE PROGRAM.

**401–404. Advanced Independent Study and Honors.** THE PROGRAM.

## CROSS LISTINGS

Cross listings are courses offered by various departments that can be used to satisfy requirements for the major in environmental studies. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

### *Sciences*

**Biology 14a. The Natural History of Maine.** Spring 1997. MR. HOWLAND.

**Biology 111a. Plant Physiology.** Spring 1997. MS. CARDON.

**Biology 115a. Ecology.** Every fall. Fall 1996. MR. WHEELWRIGHT.

**Biology 119a. Biology of Marine Organisms.** Every fall. Fall 1996.

MS. JOHNSON.

**Biology 251a. Plant Physiological Ecology.** Fall 1996. MS. CARDON.

**Geology 100a. Introduction to Environmental Geology.** Every fall. Fall 1996.

MR. LAINE AND MR. LEA.

**Geology 200a. Geological Field Methods.** Every fall. Fall 1996. THE DEPARTMENT.

**Geology 278a. Quaternary Environments.** Spring 1997. Spring 1999. MR. LEA.

*Social Sciences*

**Anthropology 231b,d. Native Peoples and Cultures of Arctic America.** Fall 1996. THE DEPARTMENT.

**Anthropology 239b,d. Indigenous Peoples of North America.** Spring 1997. THE DEPARTMENT.

**Economics 218b. Economics of Environmental Quality and Resources.** Fall 1996. MR. FREEMAN.

**Economics 321b. Ecological Economics and Sustainable Development.** Fall 1996. MR. VAIL.

**Government 112b. Environmental Politics and Policy.** Fall 1996. MS. GUBER.

**\*Sociology 214b. Science, Technology, and Society.** Spring 1997. MS. BELL.

*Humanities*

**\*Art 190c. Architectural Design I.** Spring 1997. MR. GLASS

\*Courses marked with an asterisk will receive environmental studies credit with the approval of the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment.

## Film Studies

*Professor*

Steven R. Cerf, *Acting Chair*

*Assistant Professor*

Patricia A. Welsch†

*Visiting Instructor*

Steve J. Wurtzler

Film has emerged as one of the most important art forms of the twentieth century. Film studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and of the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

**First-Year Seminar**

[10c. **Cultural Difference and the Crime Film.**]

**Introductory, Intermediate, and Advanced Courses**

**101c. Film Narrative.** Every other fall. Fall 1996. MR. WURTZLER.

An introduction to a variety of methods used to study motion pictures, with consideration given to a variety of types of films from different countries and time periods. Techniques and strategies used to construct films, including: the image,



mise-en-scene, editing, sound, and the orchestration of film techniques in larger, formal systems. The second portion of the course builds on this concern with film form by surveying some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

**201c. History of Film, 1895–1940.** Fall 1997. Ms. WELSCH.

Examines the development of film from its origins to the American Studio era. Includes early work by Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

**202c. History of Film, 1940 to the Present.** Spring 1998. Ms. WELSCH.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. This course also explores the shift away from studio production in the United States, the major regulation systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

**216c. American Cinema and Culture During the Depression.** Spring 1997. MR. WURTZLER.

Examines American cinema in the 1930s, in light of its social, political, and cultural contexts. The course begins with an introduction to the Hollywood studio system and the position of cinema in a larger culture of consumption. Next, the course examines some of the debates in the 1930s on the perceived social functions and potential dangers of Hollywood films. Through a series of case studies, we explore the ability of popular films to depict the Depression, to address issues of race and class, and to represent various political/social alternatives to the 1930s status quo. Throughout the course, American film is considered in light of other forms of representation. Attendance at weekly evening screenings is required.

Prerequisite: One previous film studies course or permission of instructor.

**221c. German Expressionism and Its Legacy.** Fall 1997. Ms. WELSCH.

Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Films include *The Golem*, *The Cabinet of Dr. Caligari*, *Nosferatu*, *Metropolis*, *M*, *Citizen Kane*, *The Woman in the Window*, *The Night of the Hunter*, *Blade Runner*, *Rumblefish*, *Kiss of the Spider Woman*, and *Paperhouse*. Attendance at weekly evening screenings is required.



**[222c. Images of America in Film.]**

**224c. The Films of Alfred Hitchcock.** Spring 1997. Ms. WELSCH.

Considers the films of Alfred Hitchcock from his career in British silent cinema to the Hollywood productions of the 1970s. Examines his working methods and style of visual composition as well as his consistent themes and characterizations. Of particular interest are his adaptation of Daphne DuMaurier's *Rebecca* as a way of exploring the tensions between literary sources and film, and between British and American production contexts. Ends with a brief look at Hitchcock's television career and his influence on recent film. Attendance at weekly evening screenings is required.

**309c. Public Memory and Film Versions of History.** Fall 1996. MR. WURTZLER.

Focuses on the relationship between the political functions served by historical accounts and different strategies of representing the past. Recent films such as *Schindler's List*, *JFK*, and *Malcom X* sparked debates about the relationship between cinema and history. Those debates extended beyond issues of authenticity and historical accuracy to the power of popular films to construct and revise collective memory and the ability of film versions of history to shape contemporary social and political agendas. The course explores these and other issues by examining a variety of types of films and other art forms. Address general issues (such as the nature of history, the importance of narrative in structuring our experience, and the contemporary social functions fulfilled by popular versions of history) in light of specific films and other ways of narrating the past. Writing-intensive, with required attendance at weekly evening screenings.

Prerequisite: One previous film studies course or permission of instructor.

**[310c. Gay and Lesbian Cinema.]**

**314c. Documentary Film: History, Theory, Practice.** Spring 1997. MR. WURTZLER.

Provides an intensive consideration of the nonfiction film. Begins with a survey of the history of documentary film and the tradition of theoretical and critical writing accompanying its development. The balance of the course is devoted to a series of topics, including: the relationship between aesthetic practice and shifting conventions of realism, the impact of technological change on film aesthetics, the cinema's various social and political functions, the relationship between the nonfiction film and other modes of representing reality. Writing-intensive, with required attendance at weekly evening screenings.

Prerequisite: One previous film studies course, or permission of the instructor.

## First-Year Seminars

The purpose of the first-year seminar program is to introduce college-level disciplines and to contribute to students' understanding of the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. A major emphasis of each seminar will be placed upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to 16 students. Sufficient seminars are offered to ensure that every first-year student will have the opportunity to participate during at least one semester of the first year. Registration for the seminars will take place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 1996–97 academic year follows:

**Africana Studies 10b,d. Racism.** Spring 1997. MR. PARTRIDGE.

(Same as **Sociology 10.**)

**Africana Studies 14c,d. American Fiction in Black and White.** Fall 1996.

MS. MUTHER.

(Same as **English 14.**)

**Africana Studies 16c. Blue, Gray, and Black: The Civil War and African Americans.** Spring 1997. MR. RAE.

(Same as **History 16.**)

**Asian Studies 12c,d. Religions of India in Contemporary Literature.** Spring 1998. MR. HOLT.

(Same as **Religion 12.**)

**Asian Studies 23c,d. The First Emperor of China.** Spring 1997. MR. SMITH.

(Same as **History 23.**)

**Biology 14a. The Natural History of Maine.** Spring 1997. MR. HOWLAND.

A study of the geography and biology of Maine as revealed by literature and by direct observation. Readings begin with accounts of early exploration of the region, including Thoreau and other nineteenth-century writers' descriptions of Maine forests and coast, and extend to McPhee and other contemporary writers. Student writing assignments are directed toward the literature, personal observation nature, and the interaction of the two.

**Classics 16c. Cultural Connections in the Ancient Mediterranean.** Fall 1996. MR. HIGGINBOTHAM.

Studies the degree and the nature of cross-cultural interactions, explores the influence of one society on another, and examines the characteristics that not only determine, but also unite, the civilizations of the Ancient Near East, Africa, Greece, and Rome. Thematic topics include the ancient trading economies of Corinth and Athens, the spread of ancient technologies and manufacture, the development and evolution of monetary systems, public and private religion, and

the debt that the "Classical" world owes to African and Near Eastern societies. The seminar incorporates study of the rich collection of ancient art and artifacts housed in the Bowdoin College Museum of Art. Here, the same evidence used by archaeologists and historians to study the contacts between ancient cultures will be examined (vases from Corinth and Athens, coins, votive terracotta figurines and other cultic instruments, portraiture, and implements of daily life.)

**Computer Science 10. Computers, Society, and Thought.** Fall 1996.

MR. TUCKER.

Explores the many areas of social and ethical concern raised by the rapid evolution of computer technology, including privacy, security, computer crime, computer reliability, software piracy, and the effects of computers on the workplace. Parts of the course are devoted to an exploration of specific computer applications, including the Internet, graphics and visualization, and the prospects for artificial intelligence. Course work includes reading current articles, discussions, and developing the craft of writing expository and position papers. No technical background with computers is assumed.

**English 10c,d. English Literature and the Post-Colonial.** Fall 1996.

MR. CHUDE-SOKEI.

Beginning with late Victorian, early modern British literature, this course traces the discourse of empire through its phases that culminate in the era of commonwealth/post-colonial writing. Issues include the relationship of literary style to cultural power and economic domination; the problems of "English" in a multi-national and multi-cultural literary context; the relationship between gender and geography, sex and race; and the still unresolved questions of nationalism and resistance.

**English 11c. Lyricism.** Fall 1996. MR. COLLINGS.

Discusses the performance of aestheticized masculinities and the links between song, pain, ecstasy, and death in a small number of key poems by Wordsworth, Coleridge, Shelley, Keats, Tennyson, Whitman, Yeats, and Crane.

**English 12c. Gender and Class in Hollywood Romantic Comedy, 1934–86.**

Fall 1996. MR. LITVAK.

Considers Hollywood comedies not just as entertainment, but as intelligent and provocative commentaries on the politics of gender and class in American culture. Films include *It Happened One Night* (1934), *The Awful Truth* (1937), *Bringing Up Baby* (1938), *The Lady Eve* (1941), *Adam's Rib* (1949), *All About Eve* (1950), *Some Like It Hot* (1959), *The Apartment* (1960), *The Graduate* (1967), *Annie Hall* (1977), *Tootsie* (1982), and *Something Wild* (1986). Extensive readings in film criticism and theory. In addition to regular class sessions, attendance at evening screenings is required.

**English 13c. Plato to Piaget: Processes of Education.** Fall 1996. MS. MARTIN.

Examines how people from antiquity to the present understand education to take place. Writing for the course includes reflections on our own experiences in being educated.

**English 14c.d. American Fiction in Black and White.** Fall 1996. Ms. MUTHER.

Focuses on questions of race and national identity, "double consciousness," resistance and representation, and historical memory in American fiction. Authors include Melville, Delany, Twain, Chesnutt, Du Bois, Faulkner, Hurston, O'Connor, and Morrison. (Same as **Africana Studies 14.**)

**English 15c. Celt-o-Files.** Fall 1996. Ms. REIZBAUM.

An introduction and examination of the modern and contemporary literatures of Ireland, Scotland, and Wales, with a particular focus on Scotland in this semester. Considers the place of such literatures in national, cultural, and "canonical" terms. Includes poetry, prose, film, and music with such authors as Seamus Heaney, Eavan Boland, R. S. Thomas, Liz Lochhead, Fiona Pitt-Kethley, James Kelman, Janice Galloway, A. L. Kennedy, Brian Friel, Neil Jordan (*The Crying Game*), Bill Forsyth (*Gregory's Girl*), and The Proclaimers. A look back to the popularizations of such figures as Robert Burns, and to the present in such offerings as *Braveheart*.

**English 16c. An Introduction to the Drama.** Fall 1996. MR. WATTERSON.

Begins with Aristotle's *Poetics* and the Theban plays of Sophocles and includes works by Shakespeare, Ibsen, Pirandello, Chekhov, O'Neill, Brecht, Beckett, and Miller.

**English 17c. Hawthorne.** Fall 1996. Ms. WILSON.

Critical interpretation of both the work and "Hawthorne" as iconic figure.

**English 20c. The Contemporary Essay.** Spring 1997. MR. BURROUGHS.

The revival of the personal essay has been a notable feature of recent American writing. The form is no doubt attractive in part because it eludes definition and allows for a wide range of generic influences. Students write essays in the form, as well as essays about it.

**English 21c. Strange Cravings.** Spring 1997. MR. COLLINGS.

Examines the theme of fatal desire for the impossible object (gold, immortality, fame, love, bliss) in works by such authors as Goethe, Godwin, De Quincey, Flaubert, Norris, and Dreiser.

**English 22c. Introduction to Poetry.** Spring 1997. Ms. KIBBIE.

An introduction to various poetic forms from the Renaissance to the present, with special attention to poetic language and generic conventions. Emphasis will be on how to approach poetry, rather than on particular authors.

**English 23c. Modern Jewish Literature.** Spring 1997. Ms. REIZBAUM.

Literature by, about, and "through" Jews. This course examines the way in which Jews and Jewishness have become metaphors of modernity from a number of different thematic and cultural perspectives. Considers the meaning of any category that includes "Jewish" and moves from that to explore the possible representations in literature and film. The course divides mid-century with the Holocaust as a marker. Texts include *Dracula*, essays by Freud, *Memoirs of an Anti-Semite*, *Maus*, *The Great Gatsby*, *Goodbye Columbus*, stories by Grace Paley and Leslea Newman, films such as *Anne Frank Remembered* and *Europa, Europa*, and Israeli poetry (in translation) such as the post-1948 poems of Natan Alterman.

**English 24c. "When Do We Live?": British and American Boarding School Fiction.** Spring 1997. MR. WATTERSON.

Traces the origin and evolution of the genre in Victorian England and its early importation into the United States. Topics for consideration include adolescence and institutional authority, the representation of gender, friendship and bonding, and class-consciousness and social mobility. Novels by Hughes, Spark, Benedictus, Campbell, Knowles, Salinger, and others, as well as nonfictional accounts, autobiographies, and readings in social history and literary criticism. Selected films are also screened and serve as a basis for discussion and writing assignments.

**English 25c. Writing the Self.** Spring 1997. MS. WILSON.

Modern American autobiographical texts, probably including McCarthy, Nabokov, Millett, Mailer, Kingston, and Anzaldúa.

**Environmental Studies 11c. Nature and Culture in the American Landscape.** Spring 1997. MS. PEARLMAN.

Historically, its immeasurable physical space distinguished America from other places. A study of the American landscape in history and thought, the course focuses on Americans' changing perceptions of their environment as they shaped it in the nineteenth and twentieth centuries. The course draws from classic and recent studies and includes architectural, visual, and literary materials.

**History 10c. History on Film.** Fall 1997. MR. NYHUS.

Explores topics in Renaissance history as realized by important modern directors. Considers such topics as urban life, the peasant family, the late medieval monarchy, witchcraft, and imperialism and the New World, as well as issues of historiography. Films include *The Decameron* (Pasolini), *The Return of Martin Guerre* (Vigne), *The Seventh Seal* (Bergman), *Henry V* (the Olivier version of Shakespeare's play), *Day of Wrath* (Dreyer), and *Aguirre, the Wrath of God* (Herzog). Ancillary readings from a variety of sources.

**History 11c. Women in Britain and America: 1750–1920.** Fall 1997.

MS. McMAHON.

A comparative examination of the contribution of women to and the consequences for women of "modernization." Topics include industrialization and the varieties of employment for women, Victorian culture and domesticity, and women's rights and woman suffrage. Relies heavily on primary sources: letters, diaries, essays, prescriptive literature, fiction; secondary sources are used as guides in the reading of those contemporary sources. Designed to teach students how to subject primary and secondary source materials to a critical analysis.

**History 12c. Utopia: Intentional Communities in America, 1630–1990.** Fall 1996. MS. McMAHON.

An examination of the evolution of utopian visions that begins with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with a brief examination of late twentieth-century intentional communities. Readings include

accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

**History 14c. Many Americas: Cultural Interaction in the United States, 1607–1920.** Spring 1998. MR. RAEL.

A survey of American history focusing on moments in which interactions between diverse peoples of America played an important role in the development of the nation. Focuses on the experiences of Native Americans, African Americans, Mexican Americans, Asian Americans, and European ethnic groups. Students prepare papers based primarily upon analysis of primary source materials.

**History 15c. One Hundred Years of Heterosexuality in America.** Fall 1996. MR. LAIPSON.

This course places heterosexuality, a term first introduced into the English lexicon in 1896, in historical perspective and tries to understand its development in the twentieth century. What difference, if any, did the introduction of a new vocabulary of sexuality make to actual sexual behaviors and identities? What has it meant to be heterosexual in American culture: what kinds of activities, beliefs, attitudes, and practices does the term include and define? How have expectations of heterosexual behavior differed by gender, race, class, and age? And how has heterosexuality served to organize ideas about sexual deviance? The course strongly emphasizes critical reading and expository writing.

*Note:* This course is offered as part of the curriculum in gay and lesbian studies.

**History 16c. Blue, Gray, and Black: The Civil War and African Americans.** Spring 1997. MR. RAEL.

Explores the history of the Civil War (1861–65) and the Reconstruction (1865–77), emphasizing the role of African Americans. Examines the role of slavery in the sectional crisis, and of race in antebellum America. The course then reviews the Civil War through the eyes of the black soldiers who fought in it, and of the black activists who helped transform the conflict to a war against slavery. Addresses the difficult and complicated issue of Reconstruction. (Same as *Africana Studies 16.*)

**History 17c,d. The Cuban Revolution.** Fall 1997. MR. WELLS.

The Cuban Revolution recently celebrated its thirtieth anniversary. This seminar offers a retrospective of a revolution entering "middle age" and its prospects for the future. Topics include U.S.-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society.

**History 19c,d. Contemporary Argentina.** Spring 1997. MR. WELLS.

Examines modern Argentine society. Texts, novels, and films will help unravel Argentine history and its culture. Topics to be examined include the image of the gaucho; the impact of immigration; Peronism; the Dirty War; and the elusive struggle for democracy, development, and social justice.



**History 21c. Players and Spectators: History, Culture, and Sports.** Fall 1996. MS. TANANBAUM.

Focuses on topics in the history of sports in Europe and America, exploring the changing cultural role of sports and the implications of race, gender, and class for players and spectators.

**History 23c,d. The First Emperor of China.** Spring 1997. MR. SMITH.

In 222 B.C.E. the First Emperor ended 300 years of civil war to found a Chinese empire that was to last until the early years of this century. How could this have occurred? We examine art, archaeology, literature, politics, and philosophy to create a complex historical portrait of this momentous development. (Same as *Asian Studies 23*.)

**Music 10c. The Musicals of Rodgers and Hammerstein.** Spring 1997.

MR. MCCALLA.

A study of some of the central achievements of American musical theater, the musicals of Richard Rodgers and Oscar Hammerstein II from *Oklahoma!* (1943) through *The Sound of Music* (1959). Besides musical and dramatic questions, the class will be concerned with issues of American identity; cultural interaction; and realism vs. idealism on one hand, and sentimentality on the other, as these arise in the various shows. No previous knowledge of music is required.

**Philosophy 11c. Free Will.** Spring 1998. MR. CORISH.

Are our actions free, or at least partly free; or are they wholly caused, or determined, in some sense that makes the notion of freedom inappropriate in descriptions of actions? Are we really responsible agents, as our tradition tells us we are? Readings in contemporary and older materials are used as the basis for the seminar discussions.

**Philosophy 13c. The Souls of Animals.** Fall 1996. MR. STUART.

Do animals have souls? Do they have thoughts and beliefs? Do they feel pain? Are animals deserving of the same moral consideration as human beings? Or do they have any moral status at all? Readings from historical and contemporary sources.

**Philosophy 16c. Moral Problems.** Fall 1997. MR. SEHON.

We examine a number of contemporary moral issues, including freedom of speech, economic justice, gender and racial equality, affirmative action, abortion, animal rights, and the environment. Along the way, we investigate various questions about the nature of moral theory itself: Are there objective moral truths? Is moral relativism correct? Can we legislate morality?

**Philosophy 17c. Philosophy, Poetry, and Science.** Spring 1997. MR. CORISH.

Discusses the nature of each of the three subjects and their relations with each other. We consider the subjects first in a historical setting, the Greek, and take Plato as our primary focus. Then we move on to the modern and contemporary worlds. Readings are drawn from both ancient and modern authors.

**Philosophy 19c. Hellenistic Philosophy.** Fall 1997. MR. STUART.

The Hellenistic era spans the three centuries following Aristotle's death. In this era, three major schools—Stoicism, Epicurianism, and Skepticism—each aim at developing a philosophical system that will provide guidance in a complicated, frightening world. The results are of enduring interest because the world remains a complicated and frightening place.

**Physics 15a. Science Fiction, Science Fact.** Spring 1997. MS. MSALL.

Could we travel to the stars? Live forever? Fuse consciousness with a computer? Where does speculative fiction depart from reasonable projection of known science? The seminar explores the technical plausibility of the scenarios of popular science fiction and their underlying assumptions about our relationship to technology.

**Religion 10c. Adam and Eve and the Moral of the Story.** Spring 1997.  
MS. MAKARUSHKA.

A study of the significance of the myth of origin and fall in Genesis for Western religious self-understanding. Comparison with myths of origin from other cultures. Analysis of the dominant interpretations of Genesis and their implications with regard to power and gender. Exploration of literary texts, films, and artworks that retell the Genesis myth. Reflections on the "moral of the story" as an expression of a culture's normative values.

**Religion 12c,d. Religions of India in Contemporary Literature.** Spring 1998.  
MR. HOLT.

An introduction to the religious cultures of Hindus and Buddhists in South Asia and how these cultures have been represented, imagined, and interpreted by modern European, American, and Indian writers of fiction. Frequent essays. (Same as **Asian Studies 12.**)

**Russian 20c. The Great Soviet Experiment through Film.** Every other fall.  
Fall 1996. MS. KNOX-VOINA.

An interdisciplinary introduction to Russian culture during the time of the "Great Soviet Experiment." Focuses on films of the 1920s, the 1960s, and *glasnost*, times of avant-garde experiments. Art, architecture, theater, and literature are also examined. Themes include the building of a new society and the birth of the "new man" and "new woman"; eternal revolution; faith in science and technology; the problem of individual freedom in a collective society; laughter as a form of revolt; the "thaw" after Stalin's death; and the demise of the Soviet Union in 1991. Readings include the short novels *Love of Worker Bee*, *We*, and *One Day in the Life of Ivan Denisovich*, the play *Bed Bug*, and essays on film and culture. Weekly viewings of slides and Russian films. No knowledge of Russian required.

**Sociology 10b,d. Racism.** Spring 1997. MR. PARTRIDGE.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)



**Sociology 11b. The Sociology of Everyday Life.** Fall 1996. MR. HENSON.

Explores the patterns of everyday life and the ways in which those patterns are recreated (socially constructed) through social activities and interaction. The course is organized around three major substantive areas: Interpersonal communication, personal relationships, and community. Issues of gender and gender inequalities are central to the course.

**Sociology 12b. Constructing Social Problems.** Spring 1998. MS. DE ANDRADE.

Examines a variety of social "problems" in contemporary American society, including child abuse, immigration, missing children, drugs, and AIDS. Emphasizes the processes by which social conditions come to be defined as social problems, and considers the implications of these definitions for the development of societal responses or social policy. Analyzes the roles of social institutions such as family, education, and health/medicine in the construction of social "problems" in popular culture, with a focus on issues of race, class, and gender.

**Sociology 15b. Juggling Gender.** Fall 1996. MS. COHN.

Considers how individuals negotiate between socially constructed gender ideals and their personal identities. Topics include the conceptualization of gender, messages about gender in popular culture, how women and men juggle work and family life, and how sexual feelings and identities relate to the negotiation of gender. Course activities include reading monographs, viewing films, and analyzing works from popular culture.

(Same as **Women's Studies 15.**)

**Sociology 16b. Sociology of Gender and the Military.** Fall 1997. MS. COHN.

An introduction to the nature of the military as an institution, and the complex ways in which gender has been central to its functioning. Considers the multiple ideals of masculinity constructed and mobilized in the military, and the complex interaction between the changing conceptions of gender that have arisen from recent social movements. Emphasizes contemporary debates on women in combat and gays and lesbians in the military. (Same as **Women's Studies 16.**)

*Note:* This course is offered as part of the curriculum in gay and lesbian studies.

**Women's Studies 15b. Juggling Gender.** Fall 1996. MS. COHN.

(Same as **Sociology 15.**)

**Women's Studies 16b. Sociology of Gender and the Military.** Fall 1997. MS. COHN.

(Same as **Sociology 16.**)

## Geology

*Professor*

Arthur M. Hussey II

*Associate Professors*

Edward P. Laine

Peter D. Lea, *Chair*

### Requirements for the Major in Geology

The major consists of the following core courses: **Geology 101, 102, 200, 202, and 241**; and no fewer than four courses from the following electives: **Geology 221, 222, 250, 262, 265, 270, and 278**. **Geology 100** ordinarily will not count toward the major except as approved individually by the department for exceptional circumstances. Majors are advised that **Chemistry 109, Physics 103, and Mathematics 171**, or their equivalents are required by most graduate programs in geology.

Because many upper-level courses are offered only in alternate years, students interested in majoring in geology should consult with the chair of the department as soon as possible to discuss their program.

### Interdisciplinary Majors

The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 146.

### Requirements for the Minor in Geology

The minor consists of two courses chosen from **Geology 100, 101, and 102**, and two courses chosen from **Geology 200, 202, 221, 222, 241, 250, 262, 265, 270, and 278**.

### Introductory, Intermediate, and Advanced Courses

**100a. Introduction to Environmental Geology.** Every fall. MR. LAINE AND MR. LEA.

An introduction to aspects of geology that affect the environment and land use. Topics include floods and surface-water quality, ground-water contamination, and coastal erosion. Weekly labs and field trips emphasize local examples: Maine rivers, lakes, and coast.

Enrollment limited to 35 students. Not open to students who have taken **Geology 101**.

**101a. Introduction to Physical Geology.** Every semester. Fall 1996. MR. HUSSEY AND MR. LEA. Spring 1997. MR. LEA.

The composition and structure of the earth and the processes that shape the surface of the earth. Field and indoor laboratory studies include the recognition of common rocks and minerals, the interpretation and use of topographic and geologic maps, and dynamics of processes that shape our landscape. Three lectures and one three-hour lab per week. No previous experience in science courses is assumed.

**102a. Introduction to Historical Geology.** Every spring. MR. HUSSEY.

The interpretation of geologic history from the rock record and a review of the evolution of the earth and its inhabitants. Laboratory work includes the recognition of fossils and their modes of preservation, interpretation of geologic maps, and the geologic history of the principal tectonic belts of North America. Three hours of lecture, one three-hour lab per week, and a weekend field trip.

Prerequisite: **Geology 101** or permission of the instructor.

**200a. Geological Field Methods.** Every fall. THE DEPARTMENT.

An introduction to geological field techniques, designed to teach students how to solve geological problems by collecting and analyzing data in the local field environment. Topics include geological mapping, sub-bottom profiling of local bays or lakes, and investigation of the relationship between landforms and surface processes. Includes several weekend field trips.

Prerequisite: **Geology 100** or **101**, or permission of the Department.

**202a. Mineralogy.** Every spring. MR. HUSSEY.

Elementary crystallography, crystal chemistry, structure, and optical properties of minerals; mineral associations and genesis. Laboratory exercises emphasize hand-specimen identification of major rock-forming minerals and ore minerals, and the use of the petrographic microscope for examination and identification of minerals in thin section and oil immersions. Three hours of lecture and one three-hour lab per week.

Prerequisite: **Geology 101** or permission of the instructor.

**221a. Sedimentology.** Fall 1997. Fall 1999. MR. LEA.

An examination of sedimentary processes and the composition of sedimentary rocks. Process-related topics include the behavior of sediment-moving fluids, dynamics of sediment transport and deposition, and interpretation of depositional processes from sedimentary structure and texture. Petrologic topics include identification of sediments in hand specimen and thin section, and diagenesis of sedimentary rocks. Weekly lab includes local field trips.

Prerequisites: **Geology 101** or permission of the instructor.

**222a. Stratigraphy and Depositional Systems.** Spring 1998. Spring 2000.

MR. LEA.

Survey of the earth's depositional systems, both continental and marine, with emphasis on interpretation of sedimentary environment from sedimentary structures and facies relationships; stratigraphic techniques for interpreting earth history; and introduction to subsurface analysis of sedimentary basins.

Prerequisite: **Geology 101** or permission of the instructor.

**241a. Structural Geology.** Fall 1996. Fall 1998. MR. HUSSEY.

The primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work includes strain analysis, field techniques, structural interpretation of geologic maps, construction of cross sections, and the use of stereographic projections and orthographic constructions

in the solution of structural problems and data presentation. Three hours of lecture and one three-hour lab per week. Frequent field trips during lab periods and weekends.

**Prerequisite:** **Geology 101** or permission of the instructor.

**250a. Marine Geology and Tectonics.** Spring 1997. Spring 1999. MR. LAINE.

The geological and geophysical bases of the plate tectonics model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters. Three hours of lecture and one three-hour lab per week.

**Prerequisite:** **Geology 101** or permission of the instructor.

**262a. Igneous and Metamorphic Petrology.** Fall 1997. Fall 1999. MR. HUSSEY.

The classification, description, and genesis of the common igneous and metamorphic rock types. Laboratory work is devoted to the identification of rocks in hand specimen and examination of thin sections with the use of the polarizing microscope. Three hours of lecture and one three-hour lab per week. Weekend field trip during April.

**Prerequisite:** **Geology 202.**

**265a. Geophysics.** Spring 1998. Spring 2000. MR. LAINE.

An introduction to interpretation methods in geophysics. Topics include seismic reflection and refraction methods, gravity and magnetic modeling, and electrical and thermal prospecting. Specific applications of each of these methods are drawn from the fields of marine geophysics, regional geology, hydrology, and environmental geology. Students should expect to spend several full Saturdays in the field making geophysical observations.

**Prerequisites:** **Physics 103, Mathematics 161,** and one of the following—**Geology 101, Physics 223, or Physics 227.**

**270a. Surface Processes and Landforms.** Fall 1996. Fall 1998. MR. LEA.

Survey of the processes that shape the earth's landscapes, including streams, waves, wind, and glaciers. Equilibrium versus non-equilibrium landforms, process rates and sensitivity to change, and influence of climate and tectonism on landforms. Weekly lab emphasizes local field trips.

**Prerequisite:** **Geology 100 or 101** or permission of the instructor.

**278a. Quaternary Environments.** Spring 1997. Spring 1999. MR. LEA.

The Quaternary period—the last 1.6 million years—has witnessed cyclic glaciation and climatic change and the development of modern landscapes and ecosystems. This course examines methods of Quaternary climatic reconstruction, the geologic record of Quaternary environmental change, and implications for the earth's future. Topics include Quaternary glacial systems; climatic records of ocean sediments and glacier ice; response of plant and animal communities to environmental change; and theories of climatic change. Labs and field trips emphasize local records of Quaternary environmental change.

**Prerequisite:** **Geology 100 or 101** or permission of the instructor.

**291a–294a. Intermediate Independent Study.** THE DEPARTMENT.

**401a–404a. Advanced Independent Study and Honors.** THE DEPARTMENT.

## German

### *Professors*

Helen L. Cafferty, *Chair*

Steven R. Cerf

James L. Hodge

### *Teaching Fellow*

A. Nicole Stahlmann

### **Requirements for the Major in German**

The major consists of seven courses, of which one may be chosen from **51, 52** and the others from **205–402**. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

### **Requirements for the Minor in German**

The minor consists of **German 102** or equivalent, plus any four courses, of which two must be in the language (**203–398**).

### **Introductory, Intermediate, and Advanced Courses**

#### **51c. German Literature and Culture in English Translation.** Every fall.

Enrollment limited to 50 students. This course may be repeated for credit with the contents changed.

#### **The Literary Imagination and the Holocaust.** Fall 1996. MR. CERF.

An examination of the literary treatment of the Holocaust, a period between 1933 and 1945, during which 11 million innocent people were systematically murdered by the Nazis. Four different literary genres are examined: the diary and memoir, drama, poetry, and the novel. Three basic sets of questions are raised by the course: How could such slaughter take place in the twentieth century? To what extent is literature capable of evoking this period and what different aspects of the Holocaust are stressed by the different genres? What can our study of the Holocaust teach us with regard to contemporary issues surrounding totalitarianism and racism?

#### **52c. Myth and Heroic Epic of Europe.** Spring 1997. MR. HODGE.

Myths, legends, sagas, and other folk literature of the Germanic, Celtic, Slavic, and Finno-Ugric traditions, e.g., the prose and poetic Eddas, Song of the Volsungs, Beowulf, Lay of the Nibelungs, the Mabinogion, the Cycle of Finn, the Cycle of Ulster, Marko the Prince, and the Kalevala. Where possible and desirable, comparisons may be drawn with other mythologies; mythological and legendary material may be supplemented by relevant folkloric, Arthurian, and semihistorical literature. *Taught in English.* Enrollment limited to 50 students.

**101c. Elementary German I.** Every fall. Fall 1996. MR. HODGE.

**German 101** is the first language course in German and is open to all students without prerequisite. Three hours per week of training in grammar, speaking, composition, and reading. One hour of conversation/drill with teaching assistant or teaching fellow. Language laboratory also available. The course requires regular quizzes and a final examination.

**102c. Elementary German II.** Every spring. Spring 1997. MS. CAFFERTY.

Continuation of **German 101**. Three hours per week of training in grammar, speaking, composition, and reading. One hour of conversation/drill with teaching assistant or teaching fellow. Language laboratory also available. The course requires regular quizzes and a final examination.

Prerequisite: **German 101** or equivalent.

**203c. Intermediate German I.** Every fall. Fall 1996. MS. CAFFERTY.

Three hours per week of reading, speaking, composition, and review of grammar. One hour of conversation/drill with teaching assistant or teaching fellow. Language laboratory also available.

Prerequisite: **German 102** or equivalent.

**204c. Intermediate German II.** Every spring. Spring 1997. MR. CERF.

Continuation of **German 203**. Three hours per week of reading, speaking, composition, and review of grammar. One hour of conversation/drill with teaching assistant or teaching fellow. Language laboratory also available.

Prerequisite: **German 203** or equivalent.

**205c. Advanced German.** Every year. Fall 1996. MR. CERF.

Designed to introduce aspects of German culture while increasing oral fluency, writing skills, and comprehension.

Prerequisite: **German 204** or equivalent.

**308c. Introduction to German Literature.** Every year. Spring 1997.  
MR. HODGE.

Introduction to methods of interpretation and critical analysis of works of German literature by genre: e.g., prose fiction, expository prose, lyric poetry, drama, opera, film, etc. Develops students' sensitivity to literary structures and techniques and introduces terminology for describing and analyzing texts.

Prerequisite: **German 204** or equivalent.

**313c. The Development of Literary Classicism.** Fall 1997. THE DEPARTMENT.

Begins with the reaction against the Age of Reason and continues into the later works of Goethe and Schiller.

Prerequisite: **German 204** or equivalent.

**314c. The Romantic Movement.** Spring 1998. THE DEPARTMENT.

Its literary philosophy, several schools of thought, and preferred genres, including consideration of such representative or influential figures as Tieck, W. and F. Schlegel, Kleist, Arnim, Brentano, Chamisso, Eichendorff, E. T. A. Hoffmann, and Schopenhauer.

Prerequisite: **German 204** or equivalent.

**315c. Literature of the Nineteenth and Twentieth Centuries I.** Fall 1996.

MR. HODGE.

German literature from approximately 1830 to 1945. Such authors as Hebbel, Storm, Meyer, Keller, Hauptmann, Hofmannsthal, Mann, Kafka, and Brecht are included.

Prerequisite: **German 204** or equivalent.

**316c. Literature of the Nineteenth and Twentieth Centuries II.** Spring 1997.

MR. CERF.

Continuation of **German 315**. German literature from approximately 1830 to 1945. Such authors as Hebbel, Storm, Meyer, Keller, Hauptmann, Hofmannsthal, Mann, Kafka, and Brecht are included.

Prerequisite: **German 204** or equivalent.

**317c. German Literature since 1945.** Fall 1996. MS. CAFFERTY.

Representative postwar authors from Germany, Austria, and Switzerland.

Prerequisite: **German 204** or equivalent.

**319c. The Short Prose Form.** Fall 1997. THE DEPARTMENT.

Unique theory, form, and content of the German Novelle as it has developed from Goethe to the present.

Prerequisite: **German 204** or equivalent.

**398c. Seminar in Aspects of German Literature and Culture.** Every spring.

THE DEPARTMENT.

Work in a specific area of German literature not covered in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, and literary-historical periods. This course may be repeated for credit with the contents changed.

Prerequisite: **German 204** or equivalent.

**East German Literature and Culture.** Spring 1997. MS. CAFFERTY.

Examines the literature and literary culture unique to the German Democratic Republic, with attention to the cultural politics of German unification. Among areas covered are the political and historical context, socialist tradition in the arts, *Kulturpolitik* and censorship, socialist realism, interpretations of myth and history as socialist struggle (Sisyphus, Icarus, the Spanish Civil War, Thomas Münzer), socialist tragedy, the individual versus the collective, the evolving role of literature in GDR society, the debate on the role of the artist in East Germany, conformity versus resistance, utopian socialism versus *realexistierender Sozialismus*. Authors include Brecht, Seghers, Biermann, Plenzdorf, Müller, Wolf, Braun, and others.

**291c–294c. Intermediate Independent Study.** THE DEPARTMENT.**401c–404c. Advanced Independent Study and Honors.** THE DEPARTMENT.



## Government and Legal Studies

### *Professors*

Charles R. Beitz  
 Richard E. Morgan  
 Christian P. Potholm\*\*  
 Allen L. Springer  
 Jean M. Yarbrough, *Chair*  
*Visiting Tallman Professor*  
 William E. Leuchtenburg

### *Associate Professors*

Janet M. Martin†  
 Marcia A. Weigle  
 Paul N. Franco  
*Assistant Professor*  
 John M. Owen  
*Visiting Assistant Professor*  
 Deborah Guber

### *Senior Lecturer*

Kent John Chabotar  
*Adjunct Lecturer*  
 Richard A. Wiley

### **Requirements for the Major in Government and Legal Studies**

Courses within the department are divided into four fields:

American government: **Government 105, 111, 112, 200, 201, 202, 203, 204, 205, 206, 209, 210–211, 215, 250, 255, 270, 301, 302, 304, 305, and 341;**

Comparative politics: **Government 102, 104, 107, 223, 224, 225, 226, 227, 230, 235, 268, 275, 280, 281, 285, 320, 321, 360, and 362;**

Political theory: **Government 106, 108, 240, 241, 244, 245, 250, 255, 341, 342, 344, and 345; and**

International relations: **Government 103, 110, 160, 226, 227, 235, 260, 261, 270, 271, 275, 280, 282, 283, 284, 285, 286, 287, 302, 361, 362, 363, and 364.**

Every major is expected to complete an area of concentration in one of these fields.

The major consists of one Level A course and seven Level B and/or Level C courses, distributed as follows:

1. A field of concentration, selected from the above list, in which at least three Level B and/or Level C courses are taken.

2. At least one Level A or Level B course in each of three fields outside the field of concentration.

3. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the eight-course departmental requirement and the three-course field concentration.

### **Requirements for the Minor in Government and Legal Studies**

A minor in government and legal studies will consist of one Level A course and four Level B or C courses from three of the departmental subfields.



**LEVEL A COURSES****Introductory Seminars**

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to 20 students in each seminar. First-year students are given first priority; sophomores are given second priority. If there are any remaining places, juniors and seniors may be admitted with the permission of the instructor.

**103b. The Pursuit of Peace.** Fall 1996. MR. SPRINGER.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

**104b. Introduction to Comparative Politics.** Spring 1997. MS. WEIGLE.

A rigorous introduction to comparative politics through an examination of state-society relations, political linkages (parties, interest groups, social movements), and political culture. The class is based on an analysis of three sets of countries—liberal democracies (Europe), communist/post-communist systems (U.S.S.R./Russia), authoritarian regimes (Latin America and Africa)—and is designed to develop skills in comparative political analysis.

**[105b. American Politics: Representation, Participation, and Power.]****[106b. Fundamental Questions: Exercises in Political Theory.]****[107b. Democracy and the Good Life.]****108b. Liberty Ancient and Modern.** Fall 1996. MR. FRANCO.

An introduction to political philosophy, focusing on the fundamental contrast between the classical and modern horizons. After considering the treatment of liberty and democracy by ancient authors, the course examines the foundations of modern liberal democracy and its career in the United States. Authors include Thucydides, Plato, Aristotle, Locke, Jefferson, the Federalists, and Tocqueville.

**[109b. Sources and Types of Conflict in International Society.]****[110b. Patterns and Trends in International Conflict.]****111b. Understanding Maine Politics.** Fall 1996. MR. POTHOLM.

A look at politics in the State of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree state.

**112b. Environmental Politics and Policy.** Fall 1996. Ms. GUBER.

An introduction to environmental politics and policy-making in the United States, focusing on the role of national political actors and institutions. The importance of science and scientific uncertainty in shaping government decisions regarding the use of scarce natural resources will also be discussed. Case studies include national parks, endangered species, and pesticide management.

**Introductory Lectures****150b. Introduction to American Government.** Fall 1996. Mr. MORGAN.

Traces the development of constitutional government in America with special reference to the tensions between the key principles of liberty, equality, and self government. The emphasis will be on how, both yesterday and today, Americans convert their political conflicts into conflicts over constitutional forms, and seek to force institutional change. The course moves from a consideration of American "first principles" to a consideration of the divisive political issues of our time in light of these principles.

**160b. Introduction to International Relations.** Spring 1997. Mr. OWEN.

Identifies and explains patterns of interaction among nation-states. Focuses on developments since World War II, but many lectures draw on material from other periods. Such topics as the nature of humankind and the causes of war, revolutionary change, and the role of international law and organization are considered. Enrollment limited to 75 students.

**LEVEL B COURSES**

Level B courses are designed generally for students with a previous background in government and legal studies. We recommend that a student have taken a Level A course. First-year students who have not taken a Level A course require permission of the instructor. Course requirements will vary, but most courses at this level adopt a lecture format. All Level B courses are limited to 50 students.

**201b. Law and Society.** Spring 1997. Mr. MORGAN.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

Prerequisite: Junior standing.

**[202b. The American Presidency.]****203b. American Political Parties and Elections.** Fall 1996. Ms. GUBER.

Examines U.S. elections and political parties. Topics to be discussed include electoral realignments throughout history, voting for President and Congress, party competition, voter turnout, incumbency advantage, and the electoral foundations of divided party control of government.

**[204b. Congress and the Policy Process.]****206b. Colloquium on the Presidency and American Society, 1930 to the Present.** Fall 1996. MR. LEUCHTENBURG.

Focuses on assessments of U. S. presidents from Franklin D. Roosevelt to Bill Clinton. A substantial amount of reading is assigned, and students are expected to participate actively each week in discussion. Enrollment is limited to 22 students. (Same as **History 232.**)

Prerequisite: Permission of the instructor.

**209b. Public Opinion and Voting Behavior.** Spring 1997. MS. GUBER.

An examination of public opinion and mass political behavior in the United States. Among the topics explored are the processes by which people develop their political attitudes and beliefs, the quality of public opinion, the interplay between mass attitudes and public policy, and the motivations that underlie political participation and electoral choice.

**210b. Constitutional Law I.** Fall 1996. MR. MORGAN.

The first semester deals with the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

Prerequisite: Junior or senior standing. For classes after 2000, **Government 150** or **250**.

**211b. Constitutional Law II: Civil Rights and Liberties.** Every spring.

MR. MORGAN.

The second semester deals with questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210**.

**215b. Public Policy and Administration.** Spring 1997. MR. CHABOTAR.

An introduction to governmental and nonprofit decision making, with emphasis on strategic planning, fiscal and personnel administration, issues of public interest and merit system, and responses to bureaucratic, political, and economic pressures. Focus on policy making in education, criminal justice, and the arts.

**223b,d. African Politics.** Fall 1996. MR. POTHOLM.

An examination of the underlying political realities of modern Africa. Emphasis on the sociological, economic, historical, and political phenomena that affect the course of politics on the continent. While no attempt is made to cover each specific country, several broad topics, such as hierarchical and polyarchal forms of decision-making, are examined in depth. A panel discussion with African students and scholars usually is held at the end of the course. (Same as **Africana Studies 223.**)

**224b. West European Politics.** Fall 1997. MS. WEIGLE.

An examination of West European domestic politics, focusing on Britain, France, Germany, Sweden, Switzerland, Italy, and/or Spain. We take both an area studies approach, examining each country as a unique case study, and a functionalist approach, comparing political party systems, public policies, and European social and political movements. The European Union is covered in a separate course and is not a part of this course.

**225b. The Politics of the European Union.** Fall 1996. Ms. WEIGLE.

Since 1958, the countries of Western Europe have been attempting to carry out a process of political, social, and economic integration under the auspices of first the European Community (1958–1991) and, after the Maastricht Treaty, the European Union (1992–present). The course examines the processes of European integration from 1958 to the present in three venues: integration theory (the transition from national to all-European policies); political institutions (the European Commission, the European Parliament, the European Court of Justice, the Council of Ministers); the European Union policies (the all-European welfare state, the legal order, expansion to include the new Central European liberal democracies). Students complete a research paper and use it as the basis for participation in the Model-EU role-playing session at the end of the semester.

**[226b,d. Middle East Politics.]****230b. Post-Communist Russian Politics.** Fall 1996. Ms. WEIGLE.

The first half of the course examines theories of post-communist transitions, the roots of contemporary Russian politics in Gorbachev's Soviet Union, and the explosive transition from the communist to the post-communist system. In the second half, we analyze the mechanisms of political change in current Russian politics and ask if liberal democracy or authoritarianism will take root in the ashes of the Soviet system.

**240b. Classical Political Philosophy.** Fall 1996. Ms. YARBROUGH.

Examines the answers of Greek and Roman political philosophers, as well as medieval theologians, to the most pressing human questions: What is the best way to live? What is the relationship of the individual to the political community? What is justice, and how important a virtue is it? Can we rely on human reason to give answers to these questions, or are the answers to our central human concerns ultimately dependent upon revelation and faith? If so, what are the political consequences?

**241b. Modern Political Philosophy.** Spring 1997. Mr. FRANCO.

A survey of modern political philosophy from Machiavelli to Hegel. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, and Hegel.

**244b. Liberalism and Its Critics.** Fall 1996. Mr. FRANCO.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the nineteenth century. Authors include Burke, Tocqueville, Mill, Marx, and Nietzsche.

**245b. Contemporary Political Philosophy.** Spring 1997. MR. FRANCO.

A survey of political philosophy in Europe and the United States since 1945. Examines a broad array of topics, including the revival of political philosophy, relativism, rationalism, contemporary liberal theory, communitarianism, conservatism, feminism, and postmodernism. Authors may include Strauss, Arendt, Oakeshott, Hayek, Rawls, Sandel, Taylor, Walzer, Habermas, and Foucault.

**250b. American Political Thought.** Spring 1997. MS. YARBROUGH.

Examines the political thought of American statesmen and writers from the Founding to the twentieth century. Readings include the *Federalist Papers*, the writings of Thomas Jefferson, the Anti-federalists, Tocqueville, Thoreau, Calhoun, Lincoln, Frederick Douglass, W. E. B. Du Bois, Booker T. Washington, Martin Luther King, and others.

**255b. Approaches to Political Science: Quantitative Analysis in Political Science.** Spring 1997. MS. GUBER.

Considers the use of statistical evidence in the study of politics. Students learn about the techniques of quantitative evidence and research design—including descriptive statistics, causal inference, hypothesis testing, and linear and multiple regression. These tools are applied to a variety of political subjects, including electoral analysis, political economy, public opinion, and polling. The purpose is to develop good judgment when evaluating statistical studies done in political science.

**260b. International Law.** Fall 1996. MR. SPRINGER.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

**261b. International Organization.** Spring 1997. MR. SPRINGER.

The development of international institutions, including the United Nations and the European Community.

**270b. American Foreign Policy: Its Formulation and the Forces Determining Its Direction.** Spring 1997. MR. SPRINGER.

The major theories concerning the sources and conduct of American foreign policy since World War II. Emphasizes the interrelationship of political, social, and economic forces that shape U.S. diplomacy.

**275b. Advanced International Politics: Theories of Peace and Power.** Fall 1996. MR. OWEN.

Explores theories as guides to understanding international relations past, present, and future. Questions include: What are the essential differences between politics among nations and politics within nations? Do nations always relate to one another mainly in terms of power, or do culture, economics, ideas, and institutions matter? What is the significance of non-state entities such as the United Nations, multinational corporations, and religious organizations?

**[283b. International Environmental Law and Organization.]**

**285b. European and Russian Foreign Policies in the Post-Cold War Era.**

Fall 1997. Ms. WEIGLE.

The end of the Cold War with the collapse of the Soviet Union in 1991 has completely altered the shape of international relations and geopolitical processes all across the globe. This course examines the struggle by the countries of Western Europe, Eastern and Central Europe, and Russia to reshape a new world order through emerging foreign policies. Our goal is to understand the domestic and national interests that drive emerging foreign policies in Germany, Britain, France, Poland, Hungary, the Czech Republic, Yugoslavia, the Baltics, and Russia, and to understand the resulting impact on the future structure of international relations.

**[286b. International Relations in East Asia.]****287b. Nationalism in World Politics.** Fall 1996. MR. OWEN.

Even as technology seems to be drawing the peoples of the world together, nationalism is moving them apart. Nascent nations seem to be appearing everywhere and demanding statehood. This course examines the historical origins of nations and nationalism, why so many nations are hostile to cosmopolitanism, the relationship between nationalism and democracy, the rise of state sovereignty, and the importance of these issues for international relations today.

**291b–294b. Intermediate Independent Study.** THE DEPARTMENT.**LEVEL C COURSES**

Level C courses provide seniors (and juniors, with the permission of the instructor) an opportunity to do advanced work within their fields of concentration. This may be done in the context of a seminar or through independent study with a member of the department, or through the honors seminar.

**302b. Advanced Seminar in Law and National Security.** Fall 1996. MR. WILEY.

Defines “national security” — defense or military, economic, technological, environmental, and immigration control. Examines law of separation of powers, war (declared, undeclared, and covert), internal security (emergency powers and intelligence agency activities), access to information (Freedom of Information Act and restraints on publication), international economic activity controls, and technology transfer restrictions. Considers roles of state and local government law and regulation.

**[304b. Advanced Seminar in American Politics: Presidential-Congressional Relations.]****305b. The United States Supreme Court from the 1930s to the Present.**

Fall 1996. MR. LEUCHTENBURG.

The course gives students an opportunity to write research papers based on original sources, including cases and law journal articles, on topics in the history of the Supreme Court from the Chief Justiceship of Charles Evans Hughes to that of William Rehnquist. Enrollment is limited to 12 students. (Same as **History 330.**)

Prerequisite: Permission of the instructor.

**320b. Politics and Anti-politics in East Central Europe.** Every spring. Spring 1997. Ms. WEIGLE.

Senior seminar on political and social development in East Central Europe from 1918, the birth of independent statehood, to the present, after the states broke free of communist rule to rebuild themselves on the foundations of national culture. Novels and films complement political science literature and primary source documents.

**341b. Advanced Seminar in Political Theory: Jeffersonian Legacies.** Spring 1997. Ms. YARBROUGH.

**[345b. Advanced Seminar in Political Theory: The Political Philosophy of German Idealism—Kant to Hegel.]**

**361b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution.** Spring 1998. Mr. POTHOLM.

**364b. Ethics and International Relations.** Spring 1997. Mr. OWEN.

Is international relations wholly a realm of power and necessity, or does morality have a place? Topics include realism and idealism, just war and pacifism, human rights, sovereignty and foreign intervention, distribution of wealth, refugees, and ecological issues.

**370b. Advanced Seminar in Public Policy and Administration: Fiscal Administration.** Spring 1998. Mr. CHABOTAR.

Prerequisite: **Government 215.**

**401b–404b. Advanced Independent Study and Honors.** THE DEPARTMENT.

## History

### *Professors*

Daniel Levine†

Paul L. Nyhus

Allen Wells, *Chair*

*Visiting Tallman Professor*

William E. Leuchtenburg

### *Associate Professors*

John M. Karl

Sarah F. McMahon

Kidder Smith

Randolph Stakeman

### *Assistant Professors*

Patrick J. Rael

Susan L. Tananbaum

### *Visiting Assistant Professors*

David A. Graff

Sree Padma

### *Visiting Instructor*

Peter Laipson

## Requirements for the Major in History

The departmental offerings are divided into the following fields: Europe (may be divided into two fields: Europe to 1715 and Europe since 1500), Great Britain, the United States, Asia, Africa, and Latin America. In meeting the field requirements, courses in Europe between 1500 and 1715 may be counted toward early or modern Europe but not toward both of them. At least one field must be in Asia, Africa, or Latin America. Students may, with departmental approval, define fields that are different from those specified above. The program chosen to meet the requirements for the major in history must be approved by a departmental advisor.



The major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which four or more courses are taken. One of the courses must be numbered in the 300s, selected with departmental approval, in which a research essay is written.
2. Two supplemental fields, in each of which two courses are taken.
3. In addition, each student must take two courses in fields outside history but related to his or her primary field of concentration. These courses might be taken, for example, in art history, government, English, any of the language departments, anthropology, sociology, and classics.

All history majors seeking departmental honors will enroll in at least one semester of the Honors Seminar (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. In addition, the seminar is to provide a forum in which the students, together with the faculty, can discuss their work and the larger historical questions that grow out of it. To be eligible to register for Honors, a student must have higher than a straight B average in courses taken in the department.

With departmental approval a student may offer for credit toward the history major, college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. A student who anticipates study away from Bowdoin should discuss with the department, as early in his or her college career as possible, a plan for the history major that includes work at Bowdoin and elsewhere.

The first-year seminars listed under **History 10–25** are not required for the major, but such seminars may be counted toward the required ten courses.

Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Each major must select a departmental advisor. A student should plan, in consultation with his or her advisor, a program that progresses from introductory to advanced levels. The courses numbered in the 300s presuppose a reasonable background understanding. They are open with the consent of the instructor to history majors and other students, normally juniors and seniors.

Enrollment in history courses numbered **50–289** is limited to 50 students each.

### **Requirements for the Minor in History**

The minor consists of five courses, three to be taken in a field of concentration chosen from the list specified by the department for a major. The remaining two are to be in a subsidiary field selected from the same list.

### **East Asian Studies Concentration**

Majors in history may elect the East Asian studies concentration, which consists of the following requirements: four courses in East Asian history, including at least one research seminar; two courses in a field of history other than East Asian; and four semesters of Chinese or Japanese language.



Foreign study for students interested in East Asian studies is highly recommended. Established programs in Hong Kong, Taiwan, Japan, and the People's Republic of China are available. Consult the instructor in East Asian history for information about various programs.

### **Course Selection for First-Year Students**

Although courses numbered **10–25** and **101–102** are designed as introductory courses, first-year students may enroll in any courses numbered **201–289**.

### **First-Year Seminars**

The following seminars are introductory in nature. They are designed for first-year students who have little background in history generally or in the period and area in which the particular topic falls. Enrollment is limited to 16 students in each seminar.

Objectives are (a) to cover the essential information relating to the topic, together with a reasonable grounding in background information; (b) to illustrate the manner in which historians (as well as those who approach some of the topics from the point of view of other disciplines) have dealt with certain significant questions of historical inquiry; and (c) to train critical and analytical writing skills.

The seminars are based on extensive reading, class discussion, oral reports, two or three short critical essays, and an examination.

For a full description of the following first-year seminars, see pages 113–115.

**10c. History on Film.** Fall 1997. MR. NYHUS.

**11c. Women in Britain and America: 1750–1920.** Fall 1997. MS. MCMAHON.

**12c. Utopia: Intentional Communities in America, 1630–1990.** Fall 1996.  
MS. MCMAHON.

**14c. Many Americas: Cultural Interaction in the United States, 1607–1920.**  
Spring 1998. MR. RAE.

**15c. One Hundred Years of Heterosexuality in America.** Fall 1996.  
MR. LAIPSON.

**16c. Blue, Gray, and Black: The Civil War and African Americans.** Spring 1997. MR. RAE.

**17c,d. The Cuban Revolution.** Fall 1997. MR. WELLS.

**19c,d. Contemporary Argentina.** Spring 1997. MR. WELLS.

**21c. Players and Spectators: History, Culture, and Sports.** Fall 1996.  
MS. TANANBAUM.

**23c,d. The First Emperor of China.** Spring 1997. MR. SMITH.  
(Same as Asian Studies 23.)

**Introductory, Intermediate, and Advanced Courses****[103c,d. Asian Civilizations.]****105c. Medieval Spain.** Every other year. Fall 1997. MR. NYHUS.

A survey of medieval Spain serving as an introduction to medieval studies. Reviews the many cultures—Visigothic, Islamic, Jewish, and Christian—that flourished in medieval Spain and the relations among these cultures.

**131c,d. The African-American Autobiography.** Fall 1997. MR. STAKEMAN.

A survey of African-American thought and experience as it is revealed through the autobiography, one of the first literary genres developed by African Americans. (Same as **Africana Studies 102.**)

**200c. Ancient Slavery and Modern Ideology.** Fall 1996. MS. MILLENDER.

Explores the nature of slavery in both archaic and classical Greek society and republican and imperial Roman society. Through close examination of the literature, art, and archaeological remains from these periods, this course examines the processes that led to the exploitation of slave labor in both societies, how slavery functioned within the ancient economy and in ancient political systems, whether it had any racial basis, and how it was judged socially, morally, and philosophically. Comparisons are made between these two slave societies and later examples, particularly that of the United States before the Civil War, in order to understand what was unique about slavery in the ancient world. The course also considers modern historiography on ancient slavery and how this affects our understanding of slavery in two societies removed both in time and space from the modern world. (Same as **Classics 228.**)

**201c. Greek History Survey: The Emergence of the Greek City-State.** Spring 1998. MS. MILLENDER.

A chronological survey of archaic and classical Greek history and civilization from the traditional foundation of the Olympic games in 776 B.C. to the fall of the Athenian empire in 404 B.C. Three main themes are developed: political theory and practice, warfare, and gender relations in ancient Greece. Emphasis is placed on the interpretation of ancient evidence, including primary literary works, inscriptions, and relevant archaeological material. Attention is also given to historical methods, particularly textual criticism and the utilization of different, and sometimes conflicting, types of evidence. (Same as **Classics 211.**)

**202c. Conquest, Expansion, and Conflict: The Development of the Roman Empire 264 B.C.E.–14 C.E.** Spring 1997. MS. MILLENDER.

Examines Rome's rapid transformation into the leading power in the Mediterranean and the political, social, cultural, and economic changes that this extended period of growth produced in Roman society. Following a general introduction to early Roman history and institutions, this course traces Rome's usurpation of Carthaginian power in the West and conquest of the Hellenistic East, and investigates the forces that led to the fall of the Roman Republic and the rise of the Roman Empire under the guidance of Augustus, Rome's first emperor. Emphasis is placed on the interpretation of ancient evidence, including primary literary works, inscriptions, and relevant archaeological material. (Same as **Classics 212.**)

**203c. Europe in the Middle Ages, 1050–1300.** Spring 1997. MR. NYHUS.

A survey covering political and social institutions as well as intellectual and cultural movements of Europe in the twelfth and thirteenth centuries.

**205c. Italy during the Renaissance.** Spring 1997. MR. NYHUS.

A survey of the political, social, and cultural history of Italy, 1300–1500.

**206c. Northern Europe during the Renaissance and Early Reformation.**

Fall 1996. MR. NYHUS.

A survey of the political and social history of northern Europe, 1450–1530, with special emphasis on the cultural impact of the Renaissance and early Reformation.

**207c. Culture and Society in Sixteenth-Century Europe.** Spring 1998.

MR. NYHUS.

A survey of Europe in the sixteenth century paying equal attention to Mediterranean and northern societies. Special focus on the relation of literature, art, and music to the study of societies.

**[211c. Europe 1517–1715: Reformation to Louis XIV.]****212c. The Revolutionary Era, 1750–1848.** Fall 1996. MR. KARL.

After considering developments leading to revolution, the course focuses on the French Revolution, the rise of Napoleon, and the impact of both upon the rest of Europe.

**214c. Europe 1939 to the Present.** Fall 1998. MS. TANANBAUM.

A social history of the last fifty years of European history, with a focus on the history of World War II, the origins of the cold war, the division of Europe, Eastern Europe under Stalinist rule, the revival of Western Europe, the Western Alliance, the European union, and social, political, economic, and cultural changes in Europe since 1945.

**215c. Nazi Germany, 1930–1945.** Spring 1997. MR. KARL.

After a brief examination of the post-World War I scene, the course focuses on Hitler's coming to power, establishment of the dictatorship, instruments of control, road to the Holocaust, resistance, and everyday life under a totalitarian regime.

**[217c. History of Russia to 1825.]****[218c. History of Russia: 1825 to the Present.]****[220c. Judaism, Christianity, and Antisemitism.]****221c. History of England, 1485–1688.** Fall 1997. MS. TANANBAUM.

A survey of the political, cultural, religious, social, and economic history of early modern England from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics for consideration include the Tudor and Stuart monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

**223c. History of England, 1837 to the 1990s.** Fall 1996. Ms. TANANBAUM.

A social history of modern Britain from the rise of urban industrial society in the mid-eighteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

**229c. The Growth of the Welfare State in Britain and America: 1834 to the Present.** Spring 1998. Mr. LEVINE.

A study in the comparative history of the ideology and institutions of the welfare state in two countries that are similar in some ways but quite different in others. Readings in the laws, legislative debates, ideological statements, and economic and sociological analyses.

**[230c. Interpretations of American History.]****231c. Social History of Colonial America, 1607–1763.** Spring 1998. Ms. McMAHON.

A study of the founding and growth of the British colonies in North America. Explores the problems of creating a new society in a strange environment; the effects of particular goals and expectations on the development of the thirteen colonies; the gradual transformation of English, African, and Indian cultures; and the later problems of colonial maturity and stability as the emerging Americans outgrew the British imperial system.

**232c. Colloquium on the Presidency and American Society, 1930 to the Present.** Fall 1996. Mr. LEUCHTENBURG.

Focuses on assessments of U. S. presidents from Franklin D. Roosevelt to Bill Clinton. A substantial amount of reading is assigned, and students are expected to participate actively each week in discussion. Enrollment is limited to 22 students. (Same as **Government 206.**)

Prerequisite: Permission of the instructor.

**233c. American Society in the New Nation.** Fall 1996. Ms. McMAHON.

A social history of the United States from the Revolutionary era through the age of Jackson. Topics include the social, economic, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the shape of the new republic; the emergence of an American identity; and the diverging histories of the North, South, and West in the early nineteenth century.

**234c. The Golden Land: Jews in American Society.** Spring 1997.

Ms. TANANBAUM.

A social history of Jewish settlement and life in America from the colonial period to the present. Uses literature, films, and primary documents to explore the social and religious patterns of each wave of immigration, analyze the response within and to the Jewish community, and consider the experience of American Jews in the context of American and Jewish history.

**236c,d. The History of African Americans, 1619–1865.** Fall 1996. MR. RAEL.

Explores the history of African Americans in the nation through the Civil War. Focuses on issues of African-American acculturation and identity formation, the contributions of African Americans to American culture, and the influence of American society and institutions on the experiences of black people. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **Africana Studies 236**.)

**237c,d. The History of African Americans, 1865 to the Present.** Spring 1997. MR. RAEL.

Explores the history of African Americans from the end of the Civil War to the present. Focuses on issues such as the dual nature of black identity, the emergence of a national leadership, the development of protest strategies, the impact of industrialization and urbanization, and the emergence of black cultural styles. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **Africana Studies 237**.)

**238c. America in the Nineteenth Century.** Fall 1997. MR. RAEL.

The course focuses on the United States in its century of great transition. Uses the concept of the “public sphere” to attempt a synthesis of nineteenth-century American history that includes the story of industrialization, urbanization, and party politics. The course tests to see if the “public sphere” can contain the stories of the excluded, including the extermination of Native Americans, the enslavement of African-Americans, and the marginalization of women.

**239c. The Era of the Civil War and Reconstruction.** Spring 1998. MR. RAEL.

Examines the period between about 1850 and about 1880. Emphasis on politics, economics, the Supreme Court, and, above all, race relations. Topics include the rise of the Republican party, abolitionism, slavery as an institution and slave society, sectionalism, the war itself and its implications, the politics of Reconstruction, the Freedman’s Bureau, and the establishment of a new basis for white domination. (Same as **Africana Studies 239**.)

**240c. The United States since 1945.** Fall 1997. MR. LEVINE.

Consideration of social, intellectual, political, and international history. Topics include the cold war; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian, or anti-Keynesian economic policies; and the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his or her own choice. Preregistration limited to first- and second-year students. Others may enroll as room is available.

**241c. American History from 1877 to the Present.** Fall 1996. MR. LAIPSON.

This survey course provides a general introduction to key themes and issues in late nineteenth- and twentieth-century American history. Although attending to a full range of concerns, from politics to the history of ideas, the course places particular emphasis on social history (the experience of “ordinary people”) and cultural history (institutions and patterns of thought important to Americans’ self-conception).

**242c. Becoming Modern: The 1920s.** Spring 1997. MR. LAIPSON.

This course studies the transformations in American culture in the 1920s. Examines the origins and development of "the modern temper" in American life and thought. Topics include the nature of intellectual and artistic modernism; changes in political economy, technology, and material culture and their influence; the enduring tension between progressive and reactionary tendencies in social thought; and the achievements and struggles of minority populations in American life.

**243c. The Civil Rights Movement.** Spring 1998. MR. LEVINE.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **Africana Studies 241.**)

**246c. Women in American History, 1600–1900.** Spring 1997. MS. McMAHON.

A social history of American women from the colonial period through the nineteenth century. Examines the changing roles and circumstances of women in both public and private spheres, focusing on family responsibilities, paid and unpaid work, education, ideals of womanhood, women's rights, and feminism. Class, ethnic, religious, and racial differences—as well as common experiences—are explored.

**248c. Family and Community in American History.** Fall 1997. MS. McMAHON.

Examines the American family as a functioning social and economic unit within the community from the colonial period to the present. Topics include gender relationships; the purpose of marriage; philosophies of child-rearing; demographic changes in family structure; organization of work and leisure time; relationships between nuclear families and both kinship and neighborhood networks; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life.

**250c,d. History of Mexico.** Fall 1996. MR. WELLS.

A survey of Mexican history from pre-Columbian times to the present. Topics to be examined include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and U.S.-Mexican relations. Contemporary problems will also be addressed.

**252c,d. Colonial Latin America.** Fall 1997. MR. WELLS.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil.

**255c,d. Modern Latin America.** Spring 1998. MR. WELLS.

Traces the principal economic, social, and political transformations in Latin America from the wars of independence to the present. Focuses on the national trajectories of Mexico, Cuba, Peru, Brazil, Argentina, and Chile, with some attention to the countries of Central America. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems; the politics of state-building, reform, and revolution; industrialization and class formation; military regimes and foreign intervention; and the emergence of social movements.

**[256c,d. Comparative Slavery.]****258c,d. Latin American Revolutions.** Spring 1997. MR. WELLS.

Examines revolutionary change in Latin America from a historical perspective, concentrating on two successful revolutions, those of Cuba and Nicaragua, and one case of thwarted revolutionary action, in Chile. Popular images and orthodox interpretations are challenged and new propositions about these processes tested. External and internal dimensions of each movement are analyzed, and each revolution is discussed in the full context of the country's historical development.

**[259c,d. The Modern Middle East: The Arab-Israeli Conflict.]****262c,d. Slavery and the Slave Trade in Precolonial Africa.** Spring 1998.

MR. STAKEMAN.

An examination of slavery within Africa, the slave trade on the African continent, and African connections to the intercontinental slave trade to the New World. Investigates the role of slavery in African societies, the influence of Islam on slavery, the conduct and economic role of the slave trade, and the social, political, and economic effects of slavery and the slave trade on African states and societies. (Same as **Africana Studies 262.**)

**264c,d. Islamic Societies in Africa.** Fall 1996. MR. STAKEMAN.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course will place particular emphasis on the role of women in African Islamic societies. (Same as **Africana Studies 264.**)

**265c,d. The Political Economy of Southern Africa.** Fall 1996. MR. STAKEMAN.

An introduction to the political and economic processes that have shaped black/white relations in the region and an examination of the prospects for the development of a successful multi-racial society, economic development, and political stability. (Same as **Africana Studies 265.**)

**266c,d. History of East Africa.** Spring 1997. MR. STAKEMAN.

An examination of the political and economic history of East Africa from precolonial societies to the present: topics will include pastoralist and agricultural societies, state formation, colonialism, nationalism, and post-colonial Kenya and Tanzania. (Same as **Africana Studies 266.**)



**267c,d. West Africa from Colonialism to Independence.** Spring 1998.

MR. STAKEMAN.

An examination of the political and economic history of West Africa to try to understand the region's present conditions and future prospects. Topics include the imposition of colonial rule, the colonial restructuring of African society, the rise of nationalist movements, the first and second generations of independence, regional alliances, development strategies, the place of the region in the world economy, and the military in politics. (Same as *Africana Studies 267*.)

**270c,d. Chinese Thought in the Classical Period.** Spring 1997. MR. SMITH.

An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. (Same as *Asian Studies 270*.)

**271c,d. The Material Culture of Ancient China.** Fall 1998. MR. SMITH.

Addresses material culture in China from ca. 400 to 100 B.C., while the great unification of empire was occurring. Topics include what people ate; how they wrote, fought, and built; how we know such things about them; and how this civilization can be compared with others. (Same as *Asian Studies 271*.)

**274c,d. Chinese Society in the Ch'ing.** Spring 1998. MR. SMITH.

An introduction to premodern China, focusing on the first half of the Ch'ing dynasty (1644–1911). Discussion of societal relations, state organization, and ideology. Culminates in a day-long simulation of elite society in the eighteenth century. (Same as *Asian Studies 274*.)

**275c,d. Modern China.** Fall 1997. MR. SMITH.

An introduction to the history of China from 1840 to the present. Studies the confrontation with Western imperialism, the fall of empire, the Republican period, and the People's Republic. (Same as *Asian Studies 275*.)

**276c,d. A History of Tibet.** Fall 1996. MR. SMITH.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as *Asian Studies 276*.)

**278c,d. The Foundations of Tokugawa Japan.** Spring 1998. MR. SMITH.

Addresses problems in the creation and early development of the Tokugawa (1600–1868) state and society, including the transformation of samurai from professional warriors into professional bureaucrats and the unanticipated growth of a quasi-autonomous urban culture. (Same as *Asian Studies 278*.)

**283c,d. Japan from Prehistory to Tokugawa.** Spring 1997. MR. GRAFF.

Introduces students to the history of Japan from the prehistoric origins of Japanese civilization to the zenith of the Tokugawa shogunate in the early eighteenth century. Topics include early state formation, the cross-fertilization of Buddhist and Shinto beliefs, the transfer of political authority from courtiers to warriors, the advent of European influences in the late sixteenth century, and the earliest stirrings of Japanese nationalism. Particular attention will be devoted to the ways in which Japan's institutional, intellectual, and cultural borrowings from other lands (especially China) have interacted with indigenous traditions and values. (Same as *Asian Studies 283*.)



**284c,d. History of Modern Japan.** Fall 1996. MR. GRAFF.

A survey of Japanese history from approximately 1800 to the present. Topics include the political and social order in the last years of the Tokugawa shogunate, the Meiji Restoration and modernization programs, ultranationalism and the Fifteen-Years' War in Asia and the Pacific, and the postwar economic miracle. (Same as *Asian Studies 284*.)

**285c,d. Modern Southeast Asia.** Fall 1996. MS. PADMA.

Analysis of those factors of Southeast Asian history (e.g., topography and natural resources, ethnicity, language, and religion) that have created a sense of the whole, but which have also fostered a sense of uniqueness among various peoples of the region. Topics include specific geographical aspects of the archipelago and the mainland, trade that attracted people from all over the world, "Indianization," Chinese and Muslim cultural influences, European colonial expansion, the rise of nationalism and independence movements. Readings will foster a comprehensive understanding of the whole region from the early periods of history, but will concentrate on the modern era. (Same as *Asian Studies 285*.)

**288c,d. Modern India.** Spring 1997. MS. PADMA.

Historical analysis of the impact of British colonialism, the reforms and revivals of Indian culture and society in the nineteenth century, the political struggle for independence in the twentieth century culminating in the partition into India and Pakistan, and the post-independence socio-political experience. Readings include biographies and modern Indian fiction focusing on the relations between religion and politics, the tensions between tradition and modernity, and the changing roles and self-perceptions of women in society. (Same as *Asian Studies 288*.)

**289c. 1896 — The "Modern World" Begins.** Spring 1998. Team taught by MR. EMERY AND MR. LEVINE, with the cooperation of other faculty and staff.

An examination of the world at a particular time (the 1890s). Focuses on developments in the physical and social sciences as well as on the emergence of a new social structure. Themes include the discovery of X-rays, radioactivity, and the electron; power relationships among nations and the "new imperialism"; the consequences of industrialism and the increasing consciousness of the social costs of urban life; new ways of perceiving in the visual arts, music, and literature; new intellectual trends, such as "instrumentalism," changes in education, and the professionalization of intellectual life. For each theme, the course looks at examples of "how it was" and how the twentieth century was emerging from the nineteenth. Participants examine documents from the 1890s as well as secondary works on the period.

Prerequisite: Junior or senior standing.

### **Intermediate Seminars**

These seminars offer a more intensive pattern of discussion and writing than is available in history survey courses. Enrollment is limited to sixteen students. They are intended for majors and non-majors alike but, because they are more advanced, they may require previous related course work or the permission of the instructor (see individual course descriptions). In most cases, they are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

#### **210c. The Stalin Era.** Spring 1997. Mr. KARL.

Focuses on the rise of Stalin, collectivization, secret police terror, slave labor camps, Great Purges, and the War. Seeks to assess their effect on the everyday lives of the masses through critical use of memoirs and other personal accounts.

#### **228c. Medicine, Public Health, and History.** Spring 1997. Ms. TANANBAUM.

This seminar explores major medical developments in Europe and America. It analyzes social, cultural, and historical factors that influence our perceptions of sickness, health, patients, practitioners, and medical treatment.

Prerequisite: Two courses in European or American history or permission of the instructor.

#### **235c,d. The Plantation: Race and Slavery in the Americas.** Fall 1996. Mr. RAE.

This course uses the concept of the cash-crop plantation as a lens for examining a range of issues regarding race, slavery, and colonialism in the Western Hemisphere (c.1500– c.1900). Examines slavery in its Old World context, the role of the plantation in the commercial revolution, the impact of European rivalries on New World slavery, slave acculturation and resistance, the development of African-American cultures and families, and the process and consequences of emancipation. (Same as **Africana Studies 235**.)

Prerequisite: Sophomore standing and previous coursework in African-American or African history, or Africana Studies; or permission of the instructor.

#### **245c. Work and Play in Urban America: 1860–1940.** Spring 1997. Mr. LAIPSON.

Examines how the categories of “work” and “play” mutually inform and construct one another in urban American life. Investigates a variety of sites and institutions of leisure and labor, from saloons and department stores to baseball games and amusement parks. Topics include the relationship between consumer culture, leisure, and social control; urbanization and the use of social space; and the ways that race, ethnicity, gender, and sexuality created and constrained opportunities for work and play.

#### **269c,d. The Pan African Idea.** Spring 1997. Mr. STAKEMAN.

An examination of the growth of a Pan African sense of identity and the exchange of political and cultural ideas among African and African diaspora societies in the nineteenth and twentieth centuries. (Same as **Africana Studies 269**.)

Prerequisite: Previous course in Africana Studies, African-American or African history; or permission of the instructor.

## Problems Courses

Courses **300** through **373** involve the close investigation of certain aspects of the areas and periods represented. Following a reading in and a critical discussion of representative primary and secondary sources, students develop specialized aspects as research projects, culminating in oral presentations and written essays. Adequate background is assumed, the extent of it depending on whether these courses build upon introductory courses found elsewhere in the history curriculum. Enrollment in these courses requires the consent of the instructor and is limited to 16 students. Majors in fields other than history are encouraged to consider these seminars.

### *Problems in Early European History*

**300c. Visual Images and Social Conflict in the Sixteenth Century.** Fall 1996. MR. NYHUS.

A research seminar that analyzes painting and more popular art, such as woodcuts, as interpretations of social conflicts in the sixteenth century.

### *Problems in Modern European History*

**310c. Nazi Germany, 1933–1945.** Fall 1996. MR. KARL.

A research seminar, with a major research project. Open to seniors, and to others with the permission of the instructor.

### *Problems in British History*

**322c. Race, Gender, and Ethnicity in British Society.** Spring 1998.

MS. TANANBAUM.

An analysis of multiculturalism in Britain. Explores the impact of immigration on English society, notions of cultural pluralism, and the changing definitions and implications of gender in England from the late eighteenth century to the present. Students undertake research projects utilizing primary sources.

### *Problems in American History*

**330b. The United States Supreme Court from the 1930s to the Present.** Fall 1996. MR. LEUCHTENBURG.

The course gives students an opportunity to write research papers based on original sources, including cases and law journal articles, on topics in the history of the Supreme Court from the Chief Justiceship of Charles Evans Hughes to that of William Rehnquist. Enrollment is limited to 12 students. (Same as **Government 305**.)

Prerequisite: Permission of the instructor.

**331c. A History of Women's Voices in America.** Spring 1998. MS. MCMAHON.

An examination of women's voices in American history: private letters, journals, and autobiographies; short stories and novels; advice literature; essays and addresses. Research topics focus on the content and form of the writings as they illuminate women's responses to their historical situation.

Prerequisite: **History 246** or **248**, or permission of the instructor.

**332c. Community in America, 1600–1900.** Spring 1997. Ms. McMAHON.

Explores the ideals of community in American history, focusing on change, continuity, and diversity in the social, economic, and cultural realities of community experience. Examines the formation of new communities on a “frontier” that moved westward from the Atlantic to the Pacific; the changing face of community that accompanied modernization, urbanization, and suburbanization; and the attempts to create alternative communities either separate from or contained within established communities.

**[333c. Research in Twentieth-Century African-American History.]****[334c. The Progressive Movement.]****336c,d. Research in Nineteenth-Century African-American History.**

Fall 1997. MR. RAEL.

Students will prepare a research paper written from primary historical sources. Topics address such issues as African Americans in the Revolutionary era, the end of slavery in the North, a host of problems relating to slavery in the South, free black life, the Civil War and black Americans, mass emancipation, Reconstruction, and the Jim Crow period. (Same as **Africana Studies 336.**)

Prerequisite: Any course in U.S. history. Preference given to students with background in African-American history.

*Problems in Latin American History***351c,d. The Mexican Revolution.** Fall 1998. MR. WELLS.

An examination of the Mexican Revolution (1910–1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution; agrarian reform; U.S.-Mexican relations; the debt crisis; and immigration and other “border” issues.

Prerequisite: **History 252** or **255**.

**352c,d. Land and Labor in Latin America.** Spring 1998. MR. WELLS.

Examines some of the most significant conceptual problems related to Latin American agrarian history. Topics include pre-Columbian land and labor patterns; haciendas and plantations; slavery, debt peonage, and other forms of coerced labor; and the role of family elite networks throughout Latin America.

Prerequisite: **History 252** or **History 255**.

**355c,d. Economic Theory and the Problem of Underdevelopment in Latin America.** Fall 1996. MR. WELLS.

The first part of this seminar examines economic theories that historically have been advanced to explain the process of development (and underdevelopment) in Latin America. In the latter portion of the course, students test these theories by applying them to specific economic problems currently facing Latin America.

Prerequisite: **History 252** or **255**.

**361c. African Radical Thought.** Fall 1997. MR. STAKEMAN.

An examination of the writings and speeches of African nationalists and radical critics of African and European society. (Same as **Africana Studies 361.**)

*Problems in Asian History*

**370c,d. Problems in Chinese History.** Every fall. MR. SMITH.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. (Same as **Asian Studies 370.**)

**291c–294c. Intermediate Independent Study.** THE DEPARTMENT.

**401–404c. Advanced Independent Study.** THE DEPARTMENT.

**451c, 452c. Honors Seminar.** Every year. THE DEPARTMENT.

## Interdisciplinary Majors

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has seven interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, geology and chemistry, geology and physics, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

### Art History and Archaeology

#### *Requirements*

1. **Art 101, 212, 222**, and one of **Art 302** through **388**; **Archaeology 101, 102**, and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388**.
3. One of the following: **Classics 51, 211, 212**, or **291** (Independent Study in Ancient History); **Philosophy 111**; or an appropriate course in religion at the 200 level.
4. Either **Art 401** or **Classics 401** (Independent Study in Archaeology).

### Art History and Visual Arts

#### *Requirements*

1. **Art 101**.
2. Art History: **Art 222, 242, 252**, or **254**; one 300-level seminar; and two additional courses numbered 200 or higher.
3. Visual Arts: **Art 150, 160, 250**, or **260**; and three additional studio courses numbered 270 or higher.

## **Chemical Physics**

### *Requirements*

1. **Chemistry 109, 251; Mathematics 161, 171, and 181 or 223; Physics 103, 227, 300.**
2. Either **Chemistry 252 or Physics 310.**
3. Three courses from **Chemistry 252, 254, 332, 335, 340, 350, 401, 402; Physics 223, 228, 229, 310, 320, 350, 451, 452.** At least two of these must be below the 400 level.

## **Computer Science and Mathematics**

### *Requirements*

1. Six courses in computer science as follows: **Computer Science 101, 210, 220, and 231,** and two electives numbered 250 or above.
2. **Mathematics 289** (the same as **Computer Science 289**).
3. Six courses in mathematics as follows: **Mathematics 181, 222, 225, and 228,** and two electives from among **Mathematics 244, 249, 262, and 288.**

## **Geology and Chemistry**

### *Requirements*

1. **Chemistry 109** and four courses from the following: **Chemistry 210, 225, 226, 240, 251,** and approved advanced courses.
2. **Geology 101, 102, 200, 202, and 262.**
3. Two courses from the following: **Geology 221, 222, 241, 250, 265, and 278.**
4. **Physics 103 and Mathematics 161 and 171.**

There are many different accents a student can give to this major, depending on his or her interests. For this reason, the student should consult with the geology and chemistry departments in selecting electives.

## **Geology and Physics**

### *Requirements*

1. **Chemistry 109; Geology 101, 102, 200, 241, 262; Mathematics 161, 171; Physics 103, 223, 227.**
2. Either **Physics 255 or 300.**
3. Two additional courses in geology and/or physics.

## **Mathematics and Economics**

### *Requirements*

1. Six courses in mathematics as follows: **Mathematics 181, 222, 225, 265; and two of Mathematics 224, 249, 264, 269.**
2. Either **Computer Science 210 or Mathematics 244 or 255 or 305.**
3. Four courses in economics as follows: **Economics 255, 256, 316,** and one other 300-level course.

## Latin American Studies

Administered by the Latin American Studies Committee; John Turner, *Chair*

(See committee list, page 277.)

Latin American studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and the South American continent. This multidisciplinary approach is complemented by a concentration in a specific discipline. Competence in Spanish (or another appropriate language with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America. Upon their return, students who study away should consider an independent study course to take advantage of their recent educational experience.

### Requirements for the Minor in Latin American Studies

The minor consists of at least one course at Bowdoin beyond the intermediate level in Spanish, **History 255** (Modern Latin American History), and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval by the Latin American Studies Committee of a written prospectus of the independent study.

The Latin American studies courses below may also be used to formulate a student-designed major.

### CROSS LISTINGS

Cross listings are courses offered by various departments that can be used to satisfy requirements for the minor in Latin American studies. For full course descriptions and prerequisites, see the appropriate department listings.

#### *Anthropology*

**237b,d. Anthropological Issues in Latin America.** Fall 1997. Ms. DEGARROD.

**238b,d. Native Peoples of South America.** Fall 1996. Ms. DEGARROD.

#### *Art History*

**130c,d. Introduction to Art from Ancient Mexico and Peru.** Spring 1997. Ms. WEGNER.

#### *History*

**17c,d. The Cuban Revolution.** Fall 1997. Mr. WELLS.

**19c,d. Contemporary Argentina.** Spring 1997. Mr. WELLS.

**250c,d. History of Mexico.** Fall 1996. Mr. WELLS.

**252c,d. Colonial Latin America.** Fall 1997. Mr. WELLS.



255c,d. **Modern Latin America.** Spring 1998. MR. WELLS.

[256c,d. **Comparative Slavery.**]

258c,d. **Latin American Revolutions.** Spring 1997. MR. WELLS.

351c,d. **The Mexican Revolution.** Fall 1998. MR. WELLS.

352c,d. **Land and Labor in Latin America.** Spring 1998. MR. WELLS.

355c,d. **Economic Theory and the Problem of Underdevelopment in Latin America.** Fall 1996. MR. WELLS.

### *Spanish*

205c. **Advanced Spoken and Written Spanish.** Every fall. MR. TURNER.

207c. **Hispanic American Cultures.** Fall 1996. MR. YEPES.

313c,d. **Indigenous and Hispanic Literature of Colonial Latin America.** Spring 1998. MS. JAFFE.

323c. **Spanish American Short Story.** Fall 1996. MR. YEPES.

## Mathematics

### *Professors*

William H. Barkert†

Stephen T. Fisk

Charles A. Grobe, Jr.

R. Wells Johnson, *Chair*

James E. Ward†

### *Associate Professor*

Rosemary A. Roberts

### *Assistant Professors*

Adam B. Levy

Helen E. Moore

### *Visiting Assistant Professors*

Samuel Kaplan

Moir McDermott

### **Requirements for the Major in Mathematics**

A major consists of at least eight courses numbered 200 or above, including at least one of the following—**Mathematics 262, 263**, or a course numbered in the 300s.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

All majors should take basic courses in algebra (e.g., **Mathematics 222** or **262**) and in analysis (e.g., **Mathematics 223** or **263**), and they are strongly encouraged to complete at least one sequence in a specific area of mathematics. Those areas are algebra (**Mathematics 222, 262**, and **302**); analysis (**Mathematics 243, 263**, and **303**); applied mathematics (**Mathematics 224, 264**, and **304**); probability and statistics (**Mathematics 225, 265**, and **305**); and geometry (**Mathematics 247** and **287**). In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight

mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course which counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

### Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered 200 or above, at least one of which must be **Mathematics 243, 247**, or any mathematics course numbered 262 or above. For students who major in computer science and who therefore take **Mathematics 228, 231**, and **289**, the minor consists of a minimum of three additional courses numbered 200 or above, at least one of which must be **Mathematics 243, 247**, or any mathematics course numbered 262 or above.

### Interdisciplinary Majors

The department participates in interdisciplinary programs in mathematics and economics and in computer science and mathematics. See page 146.

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching: **Computer Science 101, Mathematics 222, 225, 242, 247, 262, 263, 265, 288.**

For graduate study: **Mathematics 222, 223, 243, 262, 263**, and at least one course numbered in the 300s.

For engineering and applied mathematics: **Mathematics 223, 224, 225, 243, 244, 264, 265, 288, 304.**

For mathematical economics and econometrics: **Mathematics 222, 223 or 263, 225, 244, 249, 265, 269, 288, 305**, and **Economics 316.**

For computer science: **Computer Science 220, 231; Mathematics 222, 225, 228, 244, 249, 262, 265, 288, 289.**

For operations research and management science: **Mathematics 222, 225, 249, 265, 269, 288, 305**, and **Economics 316.**

### Introductory, Intermediate, and Advanced Courses

**60a. Introduction to College Mathematics.** Every spring. THE DEPARTMENT.

Material selected from the following topics: combinatorics, probability, modern algebra, logic, linear programming, and computer programming. This course, followed by **Mathematics 75 or 161**, is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

**75a. Introduction to Statistics and Data Analysis.** Every spring. Spring 1997. MRS. ROBERTS.

Students learn to draw conclusions from data using exploratory data analysis and statistical techniques. Examples are drawn primarily from the life sciences. The course includes topics from exploratory data analysis, the planning and design of experiments, and statistical inference for normal measurements. The computer is used extensively. Open to students whose secondary school background has included at least three years of mathematics. Not open to students who have taken a college-level statistics course (such as **Psychology 250** or **Economics 257**).

**161a. Differential Calculus.** Every semester. THE DEPARTMENT.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

**171a. Integral Calculus.** Every semester. THE DEPARTMENT.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161** or equivalent.

**172a. Integral Calculus, Advanced Section.** Every fall. Fall 1996. MR. JOHNSON.

A review of numerical integration and techniques of integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171**. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

**181a. Multivariate Calculus.** Every semester. THE DEPARTMENT.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171** or equivalent.

**222a. Linear Algebra.** Every spring. Spring 1997. MR. GROBE.

Topics include vectors, matrices, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, conics, quadric surfaces, least-squares approximation, and Fourier series.

Prerequisite: **Mathematics 181** or permission of the instructor.

**223a. Vector Calculus.** Fall 1997. THE DEPARTMENT.

The basic concepts of multivariate and vector calculus. Topics include continuity; the derivative as best affine approximation; the chain rule; Taylor's theorem and applications to optimization; Lagrange multipliers; linear transformations and Jacobians; multiple integration and change of variables; line and surface integration; gradient, divergence, and curl; conservative vector fields; and integral theorems of Green, Gauss, and Stokes. Applications from economics and the physical sciences are discussed as time permits.

Prerequisite: **Mathematics 181**.

**224a. Applied Mathematics: Introduction to Ordinary Differential Equations.** Every other fall. Fall 1996. MR. LEVY.

An introduction to ordinary differential equations with diverse applications to problems arising in the natural and social sciences. Studies both the quantitative expression of solutions to ordinary differential equations, as well as the qualitative behavior of these solutions. Topics include first-order equations and higher-order linear equations with applications in qualitative stability and oscillation theory, Laplace transforms, series solutions, and the existence and uniqueness theorems. A few numerical methods are introduced during the course.

Prerequisite: **Mathematics 171**.

**225a. Probability.** Every fall. Fall 1996. MR. KAPLAN.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181**.

**228a. Discrete Mathematical Structures.** Every spring. MR. JOHNSON.

An introduction to logic, reasoning, and the discrete mathematical structures that are important in computer science. Topics include propositional logic, types of proof, induction and recursion, sets, counting, functions, relations, and graphs.

Prerequisite: **Mathematics 161** or permission of the instructor.

**231a. Algorithms.** Every fall. Fall 1996. Fall 1997. MR. GARNICK.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include

trees, graphs, sorting, dynamic programming, NP-completeness, and approximation algorithms. Laboratory experiments are used to illustrate principles. (Same as **Computer Science 231**.)

Prerequisites: **Computer Science 210** and **Mathematics 228**, or permission of the instructor.

**242a. Number Theory.** Every other fall. Fall 1996. MR. JOHNSON.

A standard course in elementary number theory which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

**243a. Functions of a Complex Variable.** Every other spring. Spring 1998. THE DEPARTMENT.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 171**.

**244a. Numerical Methods.** Every other spring. Spring 1998. MR. LEVY.

An introduction to the numerical solutions of mathematical problems. Topics include methods for solving linear systems, approximation theory, numerical differentiation and integration, and numerical methods for differential equations. Whenever possible, numerical techniques (using *Mathematica*) are used to solve mathematical problems generated by applied physical examples.

Prerequisite: **Mathematics 181** or **222**.

**247a. Geometry.** Every other fall. Fall 1997. MS. MOORE.

An introduction to the differential geometry of curves and surfaces. Topics include curvature, geodesics, area, the Gauss map, and the relationship between curvature and topology.

Prerequisite: **Mathematics 222** or **223**, or permission of the instructor.

**249a. Linear Programming and Optimization.** Every other fall. Fall 1996. MR. FISK.

A survey of some of the mathematical techniques for optimizing various quantities, many of which arise naturally in economics and, more generally, in competitive situations. Production problems, resource allocation problems, transportation problems, and the theory of network flows. Game theory and strategies for matrix games. Emphasis on convex and linear programming methods, but other nonlinear optimization techniques are presented.

Prerequisite: **Mathematics 181**.

**255a. Applied Multivariate Statistics.** Every other fall. Fall 1997. MR. FISK.

An introduction to the techniques of applied multivariate analysis based on matrix algebra and the multivariate normal distribution. Topics to be discussed include discriminant analysis, principal components, factor analysis, canonical correlation, multidimensional scaling, classification, and graphical techniques. Students learn how to run and interpret the output from the statistical package *Spplus*.

Prerequisite: **Mathematics 265**.

**262a. Introduction to Algebraic Structures.** Every other fall. Fall 1997.

MR. WARD.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 222**, or **Mathematics 181** and permission of the instructor.

**263a. Introduction to Analysis.** Every other fall. Fall 1996. Ms. MOORE.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 181**.

**264a. Applied Mathematics: Introduction to Dynamical Systems.** Every other spring. Spring 1997. MR. LEVY.

Emphasis on the qualitative behavior of nonlinear dynamical systems found in the natural and social sciences. Both discrete and continuous dynamical systems will be studied. Topics include chaos, strange attractors, and fractals. *Mathematica* will be used as an integral part of this course.

Prerequisite: **Mathematics 181** or **224**.

**265a. Statistics.** Every spring. Spring 1997. MRS. ROBERTS.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 225**.

**269a. Seminar in Operations Research and Mathematical Models.** Every other spring. Spring 1997. MR. FISK.

Selected topics in operations research and some of the mathematical models used in economics. Emphasis is on probabilistic models, stochastic processes, and simulation, with applications to decision analysis, inventory theory, forecasting, and queueing theory.

Prerequisite: **Mathematics 225** or permission of the instructor.

**287a. Advanced Topics in Geometry.** Every other spring. Spring 1998.

Ms. MOORE.

One or more selected topics from classical geometry, differential geometry, or geometric analysis.

Prerequisite: **Mathematics 247.**

**288a. Combinatorics and Graph Theory.** Every other spring. Spring 1997. THE DEPARTMENT.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 228 or 262 or 263** or permission of the instructor.

**289a. Theory of Computation.** Every spring. Spring 1997. Spring 1998. THE DEPARTMENT.

Examines the theoretical principles that determine how much computational power is required to solve particular classes of problems. Topics include regular and context-free languages; finite, stack, and tape machines; and solvable versus unsolvable problems. (Same as **Computer Science 289.**)

Prerequisite: **Mathematics 228** or permission of the instructor.

**302a. Advanced Topics in Algebra.** Every other spring. Spring 1998.

THE DEPARTMENT.

One or more specialized topics from abstract algebra and its applications. Topics may include group representation theory, coding theory, symmetries, ring theory, finite fields and field theory, algebraic numbers, and Diophantine equations.

Prerequisite: **Mathematics 262.**

**303a. Advanced Topics in Analysis.** Every other spring. Spring 1997.

Ms. MOORE.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesgue general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 263.**

**304a. Advanced Topics in Applied Mathematics.** Every other fall. Fall 1997.

MR. LEVY.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, calculus of variations, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 181 and 224 or 264.**

**305a. Advanced Topics in Probability and Statistics.** Every other fall. Fall 1996. MRS. ROBERTS.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the



mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 222** and **265** or permission of the instructor.

**291a–294a. Intermediate Independent Study.** THE DEPARTMENT.

**401a–404a. Advanced Independent Study and Honors.** THE DEPARTMENT.

## Music

### *Professor*

Elliott S. Schwartz

### *Associate Professors*

Robert K. Greenlee

James W. McCalla, *Chair*

### *Director of the Bowdoin Chorus*

Anthony F. Antolini

### *Director of the Bowdoin Orchestra*

Paul Ross

### *Director of Concert Band*

John Morneau

### **Requirements for the Major in Music**

The major in music consists of **Music 101** or exemption, **200, 203, 303, 304; Music 301, 302**; one topics course (either **Music 351, 352** or **361, 362**); one year of individual performance studies; one year of ensemble performance studies; and one elective course in music.

### **Requirements for the Minor in Music**

The minor in music consists of **Music 101, 103, 200**, one music elective at the 200 or 300 level; one year of individual performance studies; one year of ensemble performance studies; and one other elective in music.

### **First-Year Seminar**

For a full description of the following first-year seminar, see page 115.

**10c. The Musicals of Rodgers and Hammerstein.** Spring 1997. MR. MCCALLA

### **Introductory, Intermediate, and Advanced Courses**

**101c. Theory I: Fundamentals of Music Theory.** Every year. Fall 1996. THE DEPARTMENT.

A course in the basic elements of Western music and their notation, through the essentials of diatonic harmony. The class concentrates equally on written theory and musicianship skills to develop musical literacy. Frequent written assignments, drills, and quizzes. Students with musical backgrounds who wish to pass out of Theory I must take the placement test at the beginning of the fall semester.

**103c. The Listening Experience.** Every other year. Spring 1997. MR. SCHWARTZ.

An introductory survey of music, concentrating on the development of perceptive listening. Using a wide range of examples drawn from diverse cultural traditions and historical periods, we will focus on basic elements—melodic

contour, rhythm, tone color—and their combining into textures, forms, stylistic patterns, and expressive symbols. The class also considers social contexts, instruments, the rituals of performance, and the changing influence of technology upon music-making and music perception. Attendance at concerts and other performance venues is an integral component of the course. Previous musical experience or the ability to read music is not necessary, as the course is intended for students at all levels.

**121c. History of Jazz.** Every other year. Fall 1996. MR. MCCALLA.

A survey of jazz from its African-American roots in the late nineteenth century to the present. Emphasis on musical characteristics—styles, forms, types of ensemble, important performers—with some attention to the cultural and social position of jazz in this country and its interaction with other musics. (Same as **Africana Studies 121.**)

**Music 130 through 149** are topics courses in specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

**132c. The Beethoven Symphonies.** Fall 1996. MR. MCCALLA.

A chronological study of the nine symphonies as examples of Beethoven's compositional styles, of the classical style in general, and as a musical expression of the Enlightenment worldview. Emphasis is placed on the formal structure of the works, the progressive development of Beethoven's musical thinking, and the changing musical world around him.

**134c. Contemporary Music.** Fall 1996. MR. SCHWARTZ.

A survey of music since 1890, beginning at the turn of the century (Mahler, Debussy) and continuing to the present day. Changes in aesthetics, technology, social contexts, and musical materials, with reference to impressionism; the twelve-tone school; neoclassicism; developments in electronic, multimedia, and "chance" techniques; and the most recent collage and minimalist approaches. Special attention is given to Ives, Stravinsky, Cage, and the influence of non-Western music.

**137c. Studies in Music Literature: Music in England.** Spring 1997. MR. SCHWARTZ.

A survey of English music from the Middle Ages to the present, including the contributions of such major figures as Dunstable, Purcell, Dowland, Handel, Elgar, Delius, Vaughan Williams, Britten, and Tippett. Music's social role and relationships to other arts are also discussed, with special emphasis on the Elizabethan era, the Victorian period, and the twentieth century. Class activities include attendance at concerts of English music and lectures by visiting British composers and critics.

Prerequisite: One course in music, English history, or English literature.

**200c. Theory II: Diatonic and Chromatic Harmony I.** Every year.

Spring 1997. THE DEPARTMENT.

Study of diatonic and chromatic harmony and of simple tonal forms, emphasizing analysis and part-writing of music from the late eighteenth and early nineteenth centuries. Three class hours plus two hours weekly in the musicianship skills laboratory.

Prerequisite: **Music 101** or equivalent.

**203c. Counterpoint.** Every other year. Fall 1996. THE DEPARTMENT.

Practice in contrapuntal composition in eighteenth-century tonal styles.

Prerequisite: **Music 200**.

**210c. Topics in Jazz History: The Great Women Singers.** Fall 1997.

MR. McCALLA.

A study of the most influential female singers in jazz history, including Bessie Smith, Ella Fitzgerald, Billie Holiday, Carmen McRae, Sarah Vaughan, Dinah Washington, and Betty Carter. Reading of biographies, autobiographies, and historical source materials, along with tracing the singers' careers through their recordings. Other issues addressed include their sometimes anomalous positions as singers in a largely instrumental musical genre, as women in an otherwise almost entirely male professional world, and as blacks in a white-dominated industry. (Same as **Africana Studies 210**.)

Prerequisite: **Music 121**.

**214c. Traditions of Vocal Performance.** Spring 1997. MR. GREENLEE.

A cross-cultural and chronological study of vocal practices, including western European performance in historical contexts; practices in Tibet, Mongolia, Ireland, South Africa, and Latin America; and the vocal styles of folk music, jazz, rock, and country music. Recorded examples are examined from musical, acoustical, and physiological perspectives.

**Music 301** and **302** are intended primarily for music majors and minors. **Music 200** is prerequisite or co-requisite.

**301c. Music History: Antiquity to 1750.** Every other year. Fall 1996. MR. GREENLEE.**302c. Music History: 1750 to the Present.** Every other year. Spring 1997. MR. McCALLA.**303c. Theory III: Chromatic Harmony.** Every other year. Fall 1997. THE DEPARTMENT.

Study of chromatic harmony and formal analysis of works from nineteenth-century music.

Prerequisite: **Music 200**.

**304c. Theory IV: Twentieth-Century Harmony.** Every other year. Spring 1998. THE DEPARTMENT.

Study of the various harmonic systems of twentieth-century music, from post-tonal works (Debussy, Ravel, Stravinsky) through atonality (Ives, Schoenberg) to serialism (Schoenberg, Berg, and Webern), neoclassicism (Bartók), neoromanticism, and contemporary "minimalism."

Prerequisite: **Music 303.**

**361c. Topics in Music History: Orchestration.** Every other year. Fall 1996. MR. SCHWARTZ.

Transcription, arrangement, and free composition for ensembles of stringed, woodwind, and brass instruments, percussion, and piano, the primary aim being that of effective instrumentation. Intensive study of orchestral and chamber scores drawn from the music literature.

Prerequisite: **Music 200.**

## PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. Applied Performance Studies and Chamber Ensembles bear differing course numbers, depending on the semester of study. Lessons, ensembles, and Chamber Ensembles may be taken as non-credit courses.

**235c–242c. Individual Performance Studies.** Every year.

The following provisions govern applied music for credit and Chamber Ensembles for credit:

1. Individual performance courses and Chamber Ensembles are intended for the continued study of instruments with which the student is already familiar. **Students must take at least two consecutive semesters of study on the same instrument/same chamber ensemble to receive one-half credit per semester and to receive the reduced rate.**

2. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted. Students may enroll only with the consent of the department.

3. Beginning with the second semester of lessons/coaching, students are expected to play in a Repertory Class midway through the semester, and must participate in Juries at the end of each semester.

4. To receive credit and a grade for Individual Performance Studies and/or Chamber Ensembles, the student must complete two other music credits *within the first two and a half years of study or by graduation, whichever comes first.* The student may choose these credits from any two of the following courses: **Music 101, 103, 130–149, 200, Orchestra (Music 261), Band (Music 221), Chamber Choir (Music 271), or Chorus (Music 251).** *At least one of these courses must be started by the second semester of the first year of study. At least one course must not be an ensemble.*

5. One-half credit is granted for each semester of study. To receive credit, students must sign up in the Office of Student Records at the beginning of **each** semester.

6. Students taking lessons pay a fee of \$300 for twelve one-hour lessons per semester; in their junior and senior years, music majors may take four half-credits (four semesters) of lessons free of charge, and music minors may take two half-credits (two semesters) free of charge. In some cases, the student may have to travel off campus to receive instruction. Instruction is offered as available on orchestral and chamber instruments for which a significant body of written literature exists.

7. Students in Chamber Ensembles will pay a total fee of \$300 (to be divided equally among participants) for 12 one-hour coaching sessions per semester. Music majors and minors do not receive coaching sessions free of charge. Each member of the Chamber Ensemble **must** be signed up for credit.

Instructors for 1996–97 include Julia Adams (viola), Charles Bechler (jazz piano), Linda Blanchard (voice), Naydene Bowder (piano and harpsichord), Neil Boyer (oboe), Susan Brady (French horn), Judith Cornell (voice), Ray Cornils (organ), John Johnstone (guitar), Charles Kaufmann (bassoon), Stephen Kecskemethy (violin), Deirdre Manning (flute), Shirley Mathews (piano and harpsichord), Joyce Moulton (piano), Gilbert Peltola (saxophone), Betty Rines (trumpet), Paul Ross (cello), George Rubino (bass), and Scott Vaillancourt (trombone and tuba).

**Ensemble Performance Studies.** Every year.

**221c–228c. Concert Band.** MR. MORNEAU.

**251c–258c. Chorus.** MR. ANTOLINI.

**261c–268c. Orchestra.** MR. ROSS.

**271c–278c. Chamber Choir.** MR. GREENLEE.

**281c–288c. Chamber Ensembles.** THE DEPARTMENT.

*The following provisions govern ensemble:*

1. Students are admitted to an ensemble only with the consent of the instructor.
2. One-half credit is granted for each semester of study. To receive credit, the student must sign up in the office of Student Records.
3. Grade is Credit/Fail.
4. Ensembles meet regularly for a minimum of three hours weekly.
5. All ensembles require public performance.

**291c–294c. Intermediate Independent Study.** THE DEPARTMENT.

**401c–404c. Advanced Independent Study and Honors.** THE DEPARTMENT.

## Neuroscience

Administered by the Neuroscience Committee; Daniel D. Kurylo, *Chair*

(See committee list, page 277.)

### Requirements for the Major in Neuroscience

#### *I. Core Courses*

##### A. Biology:

**Biology 104a, Introductory Biology.**  
**Biology 203a, Comparative Neurobiology.**  
**Biology 305a, Neuroethology, or**  
**Biology 114a, Comparative Physiology.**

##### B. Psychology:

**Psychology 101b, Introduction to Psychology.**  
**Psychology 247a, Physiological Psychology.**

*and two of the following:*

**Psychology 270b, Cognition.**  
**Psychology 245a, Human Neuropsychology.**  
**Psychology 273a, Sensation and Perception.**  
**Psychology 312a, Cognitive Neuroscience.**

##### C. Chemistry:

**Chemistry 225a, Elementary Organic Chemistry.**

##### D. Statistics/Mathematics:

**Psychology 250b, Statistical Analysis, or**  
**Mathematics 75a, An Introduction to Statistics and Data Analysis.**

#### *II. Additional Courses Required*

In addition to the nine core courses, two courses are required from the lists below, at least one of which must be in biology.

##### A. Biology:

**112a, Genetics and Molecular Biology.**  
**114a, Comparative Physiology.**  
**117a, Developmental Biology.**  
**121a, Cell Biology.**  
**261a, Biochemistry I.**  
**304a, Topics in Biochemistry and Molecular Biology (with approval).**  
**305a, Neuroethology.**  
**321a, Advanced Physiology.**

## B. Psychology:

- 210b, Infant and Child Development.
- 215b, Learning and Behavior.
- 245a, Human Neuropsychology.
- 249a, Visual Neuroscience.
- 260b, Abnormal Personality.
- 270b, Cognition.
- 271b, Language: A Developmental Perspective.
- 273a, Sensation and Perception.
- 310b, Clinical Psychology.
- 312a, Cognitive Neuroscience.
- 361b, Cognitive Development.

## III. Recommended Courses

- Philosophy 225c, The Nature of Scientific Thought.
- Physics 103a, Mechanics and Matter.
- Sociology 251b, Sociology of Health and Illness.

## Philosophy

*Professor*

Denis J. Corish

*Associate Professor*Lawrence H. Simon, *Chair**Assistant Professors*

Scott R. Sehon\*

Matthew F. Stuart\*\*

*Visiting Assistant Professor*

Sarah Conly

**Requirements for the Major in Philosophy**

The major consists of eight courses, which must include **Philosophy 111** and **112**; **Philosophy 223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level.

**Requirements for the Minor in Philosophy**

The minor consists of four courses, which must include **Philosophy 111** and **112** and one course from the group numbered in the 200s. The fourth course may be from any level.

**First-Year Seminars**

Enrollment is limited to 16 students for each seminar. First-year students are given first preference for the available places; sophomores are given second preference. If there are any remaining places, juniors and seniors may be admitted with permission of the instructor.

Topics change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics



in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of the following first-year seminars, see pages 115-116.

**11c. Free Will.** Spring 1998. MR. CORISH.

**13c. The Souls of Animals.** Fall 1996. MR. STUART.

**16c. Moral Problems.** Fall 1997. MR. SEHON.

**17c. Philosophy, Poetry, and Science.** Spring 1997. MR. CORISH.

**19c. Hellenistic Philosophy.** Fall 1997. MR. STUART.

### **Introductory Courses**

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good "first" courses.

**111c. Ancient Philosophy.** Fall 1996. Fall 1997. MR. CORISH.

The sources and prototypes of Western thought. Emphasis on Plato and Aristotle, with some attention given to the pre-Socratic philosophers who influenced them and to the Stoics and Epicureans. Medieval philosophy is more briefly considered, to show the interaction of Christianity and Greek thought.

**112c. Early Modern Philosophy.** Spring 1997. Ms. CONLY. Spring 1998. MR. STUART.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, God's relation to the world, and the free will problem. Readings from Descartes, Leibniz, Hume, Kant, and others.

**136c. Environmental Analysis: Concepts, Institutions, Values, and Policy.** Spring 1997. Spring 1998. MR. SIMON.

Examines aspects of the environmental crisis, with special emphasis on philosophical and political issues. Topics include our relation to and responsibility for nature in light of the present crisis; the adequacy of the conceptual and institutional resources of the Western tradition to address the crisis; sustainability; and the interconnection of scientific, moral, political, economic, and policy factors. (Same as *Environmental Studies 136*.)

**152c. Death.** Fall 1997. MR. STUART.

We consider distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

## Intermediate Courses

With the exception of **Philosophy 200**, intermediate courses are open to all students without prerequisite.

### **200c. Nineteenth-Century Philosophy: Post-Kantians.** Fall 1996. MR. SIMON.

A study of philosophical developments in the nineteenth century that have had an important influence on contemporary thought: Kant; the development of idealism through Fichte and Hegel; and reactions to Hegel by Marx and Nietzsche. Focus on issues in political philosophy and philosophy of history.

Prerequisite: **Philosophy 112** or permission of the instructor.

### **210c. Philosophy of Mind.** Spring 1997. MR. SEHON.

We see ourselves as *rational agents*: we have beliefs, desires, intentions, wishes, hopes, etc.; we also have the ability to perform actions, and we are responsible for actions we freely choose. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind, and, if so, what is its status relative to other sciences? What is the relationship between mind and body? Can we have free will—or moral responsibility—if determinism is true? Readings primarily from contemporary sources.

### **221c. History of Ethics.** Spring 1998. MR. SIMON.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in classic texts including works of Aristotle, Hume, Mill, Kant, and Nietzsche.

### **222c. Political Philosophy.** Fall 1997. MR. SIMON.

Examines some of the major issues and concepts in political philosophy, including political obligation and consent, freedom and coercion, justice, equality, democracy, and the nature of liberalism. Readings primarily from contemporary sources.

### **223a. Logic and Formal Systems.** Fall 1997. Fall 1998. MR. SEHON.

An introduction to the concepts and principles of symbolic logic: validity, logical truth, truth-functional and quantificational inference, formal languages and formal systems, proof procedures, and axiomatization. Possible attention to issues in the philosophy of logic and to modal logic (the logic of necessity and possibility). No background in mathematics is presupposed.

### **224c. Feminism and Philosophy.** Spring 1997. MS. CONLY.

Feminist theory addresses the present culture and political position of women, suggests what that position should be, and tries to determine what means would lead from the present to the ideal. In this effort, a wealth of questions arise: What is a woman? How similar/different are women and men? Are present institutions, such as heterosexuality, marriage, and the family, detrimental to women? We examine the most influential and interesting ideas feminist theorists have had on these topics.

**225c. The Nature of Scientific Thought.** Fall 1996. MR. CORISH.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction are studied. The readings include such authors as Burt, Butterfield, Duhem, Hempel, Koyré, Kuhn, Nagel, Poincaré, Popper, and Toulmin, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

**226c. Epistemology.** Spring 1998. MR. STUART.

What is knowledge? Do we have any? Is all knowledge based on sense-experience? A survey of recent work in the theory of knowledge. Topics include skepticism, empirical knowledge, *a priori* knowledge, and justification.

**[227c. Metaphysics.]****237c. Language and Reality.** Spring 1998. MR. SEHON.

Twentieth-century analytic philosophy has been characterized by a concern with language: philosophers have looked to the nature of language and meaning in hopes of solving or dissolving traditional philosophical disputes. We examine the writings of a number of authors in this tradition, including Carnap, Ayer, Quine, Putnam, and Kripke. Topics include linguistic meaning, reference, truth, and the relations between language and the world and between language and thought.

**[238c. Feminism and Liberalism.]****240c. Aesthetics.** Fall 1996. MS. ONLY.

What is art? What is beauty? How do the different forms of art achieve their goals? What makes a work of art successful? The course studies works of literature, music, and painting, with readings from philosophers who have discussed these issues, in order to formulate answers to these questions.

**241c. Philosophy of Law.** Fall 1996. MS. ONLY.

An introduction to legal theory. Central questions include: What is law? What is the relationship of law to morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of privacy rights (e.g., contraception, abortion, and the right to die); the legitimacy of restrictions on speech and expression (e.g., pornography, hate speech); the nature of equality rights (e.g., race and gender); and the right to liberty (e.g., homosexuality). Readings include traditional, contemporary, and feminist legal theory; case studies; and court decisions.

**242c. Philosophy of Religion.** Spring 1997. MR. SEHON.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and morality? Between religion and science? The course approaches these and related questions through a variety of historical and contemporary sources, including Anselm, Aquinas, Descartes, Hume, Ayer, and Wittgenstein.

**258c. Environmental Ethics.** Fall 1997. MR. SIMON.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. Open only to sophomores, juniors, and seniors. (Same as **Environmental Studies 258**.)

**Advanced Courses**

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

**331c. Plato.** Spring 1998. MR. CORISH.

A study of some of the principal dialogues of Plato, drawn chiefly from his middle and later periods. The instructor selects the dialogues that will be read, but topics to be studied depend on the particular interests of the students.

Prerequisite: **Philosophy 111** or permission of the instructor.

**332c. The Origins of Analytic Philosophy.** Spring 1998. MR. SEHON.

An examination of the beginnings of analytic philosophy. The course examines the major works from the period 1879–1921 of the three progenitors of this philosophical movement: Gottlob Frege, Bertrand Russell, and Ludwig Wittgenstein. Topics include objectivity and truth, logic, and inference, and the foundations of mathematics.

Prerequisite: **Philosophy 223** or permission of the instructor.

**334c. Topics in Medieval Philosophy.** Fall 1997. MR. CORISH.

An examination of some fundamental medieval views concerning humans and their environment. Special attention is paid to the Aristotelian worldview as made over to Christian specifications, and to its decline in favor of the modern scientific view. Particular emphasis on the views of one philosopher, St. Thomas Aquinas.

Prerequisite: **Philosophy 111** or permission of the instructor.

**335c. The Philosophy of Aristotle.** Spring 1997. MR. CORISH.

A textual study of the basics of Aristotle's philosophy. Aristotle's relationship to Plato, his criticism of the Platonic doctrine of Forms, and Aristotle's own doctrines of substance, causation, actuality, potentiality, form, and matter are discussed. Some of the Aristotelian disciplines of logic, physics, metaphysics, psychology, and moral philosophy are examined in terms of detailed specific doctrines, such as that of kinds of being, the highest being, the soul, and virtue.

Prerequisite: **Philosophy 111** or permission of the instructor.

**337c. Hume.** Fall 1996. MR. STUART.

A careful reading of the masterful *Treatise of Human Nature*, a work that Hume wrote while still in his twenties. Time permitting, we also look at Hume's later writings on metaphysics, epistemology, and philosophy of religion. Topics include empiricism, causation, skepticism about the external world, the passions, and the source of moral judgments.

Prerequisite: **Philosophy 112** or permission of the instructor.

**[338c. Kant.]****340c. Contemporary Ethical Theory.** Spring 1997. MR. SIMON.

Examines debates in recent ethical theory and normative ethics. Possible topics include realism and moral skepticism, explanation and justification in ethics, consequentialism and its critics, whether morality is overly demanding, the sources of normativity, and the relation of ethics to science.

Prerequisite: **Philosophy 112** or **221**, or permission of the instructor.

**[342c. Quine and Davidson.]****[344c. Philosophy of Time.]****392. Advanced Topics in Environmental Philosophy.** Fall 1996. MR. SIMON.

Examines philosophical, moral, and policy issues regarding the environmental crisis, including the nature of the crisis, the meaning of sustainability, and how best to mobilize an adequate response to the crisis. Enrollment limited to 15 students. Preference given to senior philosophy and environmental studies majors. (Same as **Environmental Studies 392.**)

**291c–294c. Intermediate Independent Study.** THE DEPARTMENT.**401c–404c. Advanced Independent Study and Honors.** THE DEPARTMENT.

## Physics and Astronomy

*Professor Emeritus*

Elroy O. LaCasce, Jr.

*Professor*

Guy T. Emery

*Associate Professors*

Dale A. Syphers†

James H. Turner, *Chair*

*Assistant Professors*

Madeleine E. Msall

Stephen G. Naculich†

*Visiting Assistant*

*Professor*

Ari W. Epstein

*Teaching Associate*

David L. Roberts

**Requirements for the Major in Physics**

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult page 36. A major student with an

interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

In any case, a major in physics is expected to complete **Mathematics 161, 171, Physics 103, 223, 227, 228**, and four more approved courses, one of which may be **Mathematics 181** or above. For honors work, a student is expected to complete **Mathematics 181**, and **Physics 103, 223, 227, 228, 300, 310, 451**, and four more courses, one of which may be in mathematics above **181**. Students interested in interdisciplinary work may, with permission, substitute courses from other departments. **Geology 265, Geophysics**, is an approved physics course.

### Requirements for the Minor in Physics

The minor consists of at least four Bowdoin courses numbered **103** or higher, at least one of which is from the set of **Physics 223, 227, and 228**.

### Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics, and geology and physics. See page 146.

### First-Year Seminar

For a full description of the following first-year seminar, see page 116.

**15a. Science Fiction, Science Fact.** Spring 1997. Ms. MSALL.

### Introductory, Intermediate, and Advanced Courses

**62a. Contemporary Astronomy.** Spring 1997. MR. EPSTEIN.

A mix of qualitative and quantitative discussion of the nature of stars and galaxies, stellar evolution, the origin of the solar system and its properties, and the principal cosmological theories. Enrollment limited to 50 students. Students who have taken or who are taking **Physics 103** will not receive credit for this course.

**63a. Physics of the Twentieth Century.** Every fall. Fall 1996. MR. EPSTEIN.

Explores the growth of twentieth-century physics, including theoretical developments like relativity, quantum mechanics, and symmetry-based thinking, and the rise of new subdisciplines such as atomic physics, condensed-matter physics, nuclear physics, and particle physics. Some attention is given to the societal context of physics, the institutions of the discipline, and the relations between "pure" and "applied" physics.

Prerequisite: Ordinary secondary school mathematics. Enrollment is limited to 50 students. Students who have taken or who are taking **Physics 103** concurrently will not receive credit for this course.

**103a. Mechanics and Matter.** Every semester. Fall 1996. MR. EMERY. Spring 1997. MS. MSALL.

Covers the fundamental constituents of matter, conservation laws, and forces and interactions from subatomic to molecular to macroscopic systems. Intended to give a broad overview of physics, introducing both classical and modern concepts. Three hours of laboratory work per week.

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher. Students who have taken or who are taking **Chemistry 251** concurrently will not receive credit for this course. The fall semester is intended for first- and second-year students. Juniors and seniors are strongly encouraged to take this course in the spring.

**223a. Electric Fields and Circuits.** Every spring. Spring 1997. MR. TURNER.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear network theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement. Three hours of laboratory work per week.

Prerequisites: A grade of at least C in **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

**227a. Waves and Quanta.** Every fall. Fall 1996. MS. MSALL.

Wave motion occurs in many areas of physics. A discussion of basic wave behavior and the principle of superposition leads to a study of wave propagation and its relationship to coherence, interference, and diffraction. The wave model of the atom provides an introduction to atomic spectra. The laboratory work provides experience with optical methods and instruments.

Prerequisites: A grade of at least C in **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

**228a. Modern Physics.** Every spring. Spring 1997. MR. EMERY.

An introduction to the basic concepts and laws of nuclear and particle physics, covering the principles of relativity and quantum theory, particle accelerators, nuclear structure and reactions, and the behavior of elementary particles. The physics of radioactivity and the biological, medical, and ecological applications of radiation are given special emphasis through weekly laboratory exercises with radioactive materials and nuclear instrumentation. Three hours of laboratory work per week.

Prerequisites: A grade of at least C in **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

**229a. Statistical Physics.** Every other fall. Fall 1997. THE DEPARTMENT.

The course develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy,



absolute temperature, and the canonical distribution. Some probability theory is developed as a mathematical tool.

**Prerequisites:** A grade of at least C in **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

**240a. Modern Electronics.** Every other fall. Fall 1996. MR. TURNER.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics will include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

**Prerequisite:** A grade of at least C in **Physics 103**.

**255a. Physical Oceanography.** Spring 1997. MR. EPSTEIN.

An introduction to physical oceanography, and surface and internal waves. Some attention is given to the problems of instrumentation and the techniques of measurement.

**Prerequisite:** A grade of at least C in **Physics 103**.

**262a. Astrophysics and Celestial Mechanics.** Spring 1998. THE DEPARTMENT.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

**Prerequisite:** A grade of at least C in **Physics 103**.

**291a–294a. Intermediate Independent Study.** THE DEPARTMENT.

Topics to be arranged by the student and the staff. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate.

**Prerequisite:** Normally, a previous physics course at the 200 level.

**300a. Methods of Theoretical Physics.** Every spring. Spring 1997. MR. LACASSE.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

**Prerequisites:** **Mathematics 181** or **223**, and **Physics 223**, **227**, or **228**, or permission of the instructor.

**310a. Introductory Quantum Mechanics.** Every fall. Fall 1996. MR. TURNER.

An introduction to quantum theory, solutions of Schroedinger equations, and their applications to atomic systems.

**Prerequisites:** **Physics 227** and **300**.

**320a. Electromagnetic Theory.** Every other fall. Fall 1997. THE DEPARTMENT.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

**Prerequisites:** **Physics 223** and **300**, or permission of the instructor.

**350a. Solid State Physics.** Fall 1997 or Spring 1998. THE DEPARTMENT.

The physics of solids, including crystal structure, lattice vibrations, and energy band theory.

Prerequisite: **Physics 310.**

**370a. Advanced Mechanics.** Every other fall. Fall 1996. MR. EPSTEIN.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

**380a. Elementary Particles and Nuclei.** Usually every other spring. Spring 1997. MR. EMERY.

The phenomenology of elementary particles and of nuclei, their structure and interactions, the application of symmetry principles, and the experimental methods used in these fields.

Prerequisite: **Physics 310.**

**401a–404a. Advanced Independent Study.** THE DEPARTMENT.

Topics to be arranged by the student and the staff.

Prerequisite: Normally, a previous physics course at the 300 level.

**451a–452a. Honors.** THE DEPARTMENT.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, the physics of metals, general relativity, biophysics, and nuclear physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: **Physics 310.**

## Psychology

*Professors*

Alfred H. Fuchs, *Chair*

Barbara S. Held

Melinda Y. Small

*Associate Professors*

Suzanne B. Lovett

Paul E. Schaffner†

*Visiting Assistant Professors*

Daniel D. Kurylo

R. Brooke Lea

*Adjunct Assistant Professor*

Donna B. Hayashi

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, pages 160–61). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, and neurophysiology to interpersonal relations, psychopathology, and problem solving. Its approach emphasizes scientific methods of inquiry and analysis.

### **Requirements for the Major in Psychology**

The psychology major includes a total of nine courses numbered 100 or above. These courses are selected by students with their advisors and are subject to departmental review. The nine courses include **Psychology 101**, **Psychology 250**; two psychology laboratory courses numbered **260–279**, which must be taken after statistics and if possible before the senior year; and two courses numbered **300–399**. Majors are encouraged to consider an independent study course on a library, laboratory, or field research project during the senior year.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to complete **Psychology 250** in the spring of their first year or the fall of their second year. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and should plan to enroll in two 300-level courses after returning to campus.

### **Requirements for the Minor in Psychology**

The psychology minor consists of five courses numbered 100 or above, including **Psychology 101**, **Psychology 250**, and one psychology laboratory course.

Students who are interested in teaching as a career should consult with the Department of Education for courses to be included in their undergraduate program. Ordinarily, students of education will find much of relevance in **Psychology 210, 214, 219, 270, and 361**; these courses cover the topics usually included in educational psychology. In addition, prospective teachers may find **Psychology 211, 212, 271, and 320** compatible with their interests and helpful in their preparation for teaching.

### **Requirements for the Major in Neuroscience**

See Neuroscience, pages 160–61.

## **COURSES IN PSYCHOLOGY**

### **Introductory Course**

**101b. Introduction to Psychology.** Every fall. Ms. LOVETT AND Mr. LEA. Every spring. Mr. FUCHS AND Ms. HELD.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

### Intermediate Courses

**210b. Infant and Child Development.** Every spring. Ms. LOVETT.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment. Students have the option of either a) participating in a three-hour weekly practicum at a local daycare center or b) planning and conducting research projects.

Prerequisite: **Psychology 101.**

**211b. Personality.** Every fall. Ms. HELD.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101.**

**212b. Social Psychology.** Every spring, but not offered in Spring 1997.

Spring 1998. Mr. SCHAFFNER.

A survey of theory and research on psychological aspects of social behavior. Topics include conformity, self-concept, social cognition, attitudes, prejudice and racism, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101 or Sociology 101.**

**213b. Adult Development and Aging.** Every fall. Mr. FUCHS.

An examination of research and theory relevant to the understanding of the changes that occur from early adulthood to later years. Particular emphasis is placed on issues in the research on aging and changes in individual functioning associated with age.

Prerequisite: **Psychology 101.**

**214b. Learning and Behavior.** Every fall. Mr. FUCHS.

Examines the methodologies, phenomena, and theories of classical and operant conditioning and current research on animal cognition.

Prerequisite: **Psychology 101.**

**219b. Human Learning, Memory, and Thinking.** Every fall. Ms. SMALL.

The factors that influence our acquisition and use of knowledge and cognitive skills are examined. Topics include attention, intelligence, imagery, comprehension, cognitive strategies, individual differences, motivation, problem solving, and creativity.

Prerequisite: **Psychology 101.**

[222b. Law and Psychology.]

[223b. Psychology of Politics.]

**245a. Human Neuropsychology.** Every fall. Mr. KURYLO.

A survey of the effects of brain injury on an individual's psychological functioning. Neurological disorders such as stroke, penetrating head injury, closed head injury, and neurodegenerative diseases are examined. Emphasis is

placed on the clinical assessment of changes and impairments in psychological functioning that result from injury. Students participate in a simulated assessment of patients with neurological disorders.

Prerequisite: **Psychology 101** or **Biology 104**.

**247a. Physiological Psychology.** Every fall. MR. KURYLO.

An introductory survey of the biological correlates of basic psychological processes. An examination is first made of neural physiology and central nervous system anatomy. Topics then include sensory/motor systems, mechanisms of sleep, memory, split-brain patients, effects of psychoactive drugs, and the physiological basis of thought disorders. Demonstrations of brain anatomy and cortical activity are provided.

Prerequisite: **Psychology 101** or **Biology 104**.

**249a. Visual Neuroscience.** Every other year. Fall 1997. MR. KURYLO.

Examines the major issues in the study of the visual system. Studies how physical stimuli are transduced into neural signals and how the brain processes these signals to derive our vibrant and detailed perception of the visual world. Visual information processing is examined separately at the retinal, precortical, sensory cortical, and cortical association levels. The impact of neuropathology at each level of processing on visual perception is also discussed. A review is made of current research literature in the fields of neurophysiology, psychophysics, and anatomy as they relate to the visual system. Topics include the perception of color, motion, depth, and form.

Prerequisite: **Psychology 101** or **Biology 104**.

**250b. Statistical Analysis.** Every fall. MS. LOVETT. Every spring. MR. KURYLO.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year. Enrollment limited to 32 students.

Prerequisite: **Psychology 101**.

### **Courses that Satisfy the Laboratory Requirement**

**260b. Abnormal Personality.** Every spring. MS. HELD.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

#### **Section A. Laboratory course credit.**

Prerequisites: **Psychology 101**, **211**, and **250**. Enrollment limited to 14 students, who will participate in a supervised practicum at a local psychiatric unit.

#### **Section B. Non-laboratory course credit.**

Prerequisite: **Psychology 101** and **211**. Participation in the practicum is optional, contingent upon openings in the program.

**270b. Cognition.** Every fall. MR. LEA.

An analysis of research methodology and experimental investigations in cognition, which includes attention, memory, comprehension, thinking, and problem solving. Laboratory work, including experimental design.

Prerequisites: **Psychology 101** and **250**.

**271b. Language Development.** Every spring. MS. LOVETT.

Major aspects of how we produce and understand language are considered by examining research and theory concerning how language develops in both normal and atypical populations and how early language is similar to and different from adult language. Students design and execute research projects in weekly laboratory work.

Prerequisites: **Psychology 101, 210, and 250**.

**272b. Research in Social Behavior.** Every fall. Not offered in Fall 1996.

MR. SCHAFFNER.

A laboratory course on research design and methodology in social and personality psychology, focusing on a topic of current theoretical importance. Students plan and carry out original research.

Prerequisites: **Psychology 211 or 212, and 250**.

**273a. Sensation and Perception.** Every spring. MR. KURYLO.

A survey of the basic phenomena and problems of perception and sensory psychology. Topics include experimental measurements; coding of qualities such as color, form, pitch, touch, and pain; the influence of early experience and attention; and an examination of abnormal perceptions (dyslexia, aphasia, etc.), including their diagnosis and treatment. There will be a weekly lab.

Prerequisite: **Psychology 101 and 250**.

**Advanced Courses****300b. Topics in Psychology: The Psychology of Language and Communication.** Spring 1997. MR. LEA.

An examination of psychological factors that affect the comprehension of oral and written language. Topics include the origins of language, how language can control thought, the role of mutual knowledge in comprehension, principles that underlie coherence in discourse, the role of inferences in text comprehension, how figurative language is understood, and the potential role of gender in comprehension failures. Readings from psycholinguistics, philosophy, sociolinguistics, gender studies, social psychology, and cognitive psychology. Emphasis is placed on available research methods so that students can design an original study.

Prerequisite: **Psychology 270 or 271**, or permission of the instructor.

**310b. Clinical Psychology.** Every fall. MS. HELD.

The history and development of clinical psychology, including an emphasis on current controversies regarding ethical and legal issues. Major portions of the course are devoted to theory and research concerning psychological assessment and types of psychotherapies.

Prerequisite: **Psychology 211 and 260**.

**311b. History of Psychology.** Every spring. MR. FUCHS.

An examination of the historical development of the methods, theories, and data of psychology as it has emerged as a field of inquiry, an academic discipline, and a profession in the past 150 years.

Prerequisites: **Psychology 101, 250**, one laboratory course, and an additional course numbered 200 or above.

**312a. Cognitive Neuroscience.** Every spring. MR. KURYLO.

A survey of modern interdisciplinary approaches to examining high-order cognitive functions. Topics include functional neural imaging techniques (e.g., fMRI, PET), modern theories of cortical function, strategy formation and behavioral control, mental imagery and spatial cognition, attention and consciousness, and abstract reasoning.

Prerequisite: **Psychology 247 (or Psychobiology 265) or Psychology 245 (or Psychobiology 245).**

**[315a. Sensory/Motor Transformation.]****320b. Social Development.** Every other year. Fall 1996. MS. HAYASHI.

The development of social behavior and social understanding from infancy to early adulthood. Emphasis on empirical research and related theories of social development. Topics include the development of aggression, altruism, morality, prejudice and racism, sex-role stereotypes and sex-appropriate behavior, and peer relationships, as well as the impact of parent-child relationships on social development.

Prerequisites: **Psychology 101, 210, 250**, and one laboratory course.

**325b. Organizational Behavior.** Every spring, but not offered in Spring 1997. Spring 1998. MR. SCHAFFNER.

Examines how people experience work in modern human organizations. Topics include motivation, performance, commitment, and satisfaction; affect and cognition at work; interpersonal influence; coordination of activity; anticipation, planning, and decision making; organization-environment dynamics; and the enactment of organizational change. Organizations studied include student athletic clubs, fast-food restaurants, automobile manufacturers, battered women's shelters, nuclear aircraft carriers, amusement parks, and others.

Prerequisite: **Psychology 101**, one psychology course numbered **260–279**, or permission of the instructor.

**361b. Children's Learning and Cognitive Development.** Every spring.

MS. SMALL.

Examines the development of mental representation, learning, and cognitive processes from infancy to early adulthood. Emphasis on experimental research and related theories of cognitive development and learning. Topics include perception, memory, beliefs, comprehension, learning strategies, reasoning, and problem solving.

Prerequisites: **Psychology 210 or 219**, and **250**.

**291b–294b. Intermediate Independent Study.****401b–404b. Advanced Independent Study and Honors.**



## Religion

### *Professors*

John C. Holt  
Burke O. Long

### *Associate Professor*

Irena S. M. Makarushka, *Chair*  
*Joint Appointment with*  
*Africana Studies*  
Instructor Eddie S. Glaude, Jr.

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

### **Requirements for the Major in Religion**

The major consists of at least eight courses in religion approved by the department. Required courses include **Religion 101** (Introduction to the Study of Religion); three courses at the 200 level distributed so as to include the study of Western religions and cultures as well as Asian religions and cultures; and one advanced topics seminar numbered 390. In addition, candidates for honors must register for a ninth course, advanced independent study, as part of their honors projects. (See below, "Honors in Religion.")

No more than one first-year seminar may be counted toward the major. **Religion 101** should be taken by the end of the sophomore year. In order to enroll in the 390-level seminar, a major normally will be expected to have taken four of the eight required courses. This seminar is also open to qualified nonmajors with permission of the instructor.

### **Honors in Religion**

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from the major seminar (**Religion 390** or higher) as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

### **Requirements for the Minor in Religion**

A minor consists of five courses—**Religion 101**, four courses at the 200 level or higher; among these electives beyond **Religion 101**, at least one course shall be in Western religions and cultures and one in Asian religions and cultures.

## First-Year Seminars

These courses are introductory in nature, focusing on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussions, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion.

Enrollment is limited to 16 students for each seminar. First-year students are given priority for available spaces. For a full description of the following first-year seminars, see page 116.

**10c. Adam and Eve and the Moral of the Story.** Spring 1997. MS. MAKARUSHKA.

**12c,d. Religions of India in Contemporary Literature.** Spring 1998. MR. HOLT.  
(Same as Asian Studies 12.)

## Introductory Course

**101c. Introduction to the Study of Religion.** Fall 1996. MR. HOLT. Spring 1997. MR. LONG.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Eastern and Western religions. Lectures, discussions, and readings in classic texts and modern interpretations.

## Intermediate Courses

**202c. Judaic Origins.** Fall 1996. MR. LONG.

A study of the varieties of Jewish religion in the Graeco-Roman world and the emergence of rabbinic Judaism. Considers paradigmatic texts and events that shaped early Jewish thought and practice, and which influence modern practice and scholarly investigations of Jewish origins. Analysis of primary sources along with modern interpretations.

**203c. Christian Origins.** Spring 1997. MR. LONG.

A study of the varieties of Christian expression in relation to other cultures of the Graeco-Roman world. Considers paradigmatic texts that shaped early Christian thought and practice, and which continue to influence contemporary Christianity as well as modern investigations of Christian beginnings. Analysis of primary sources along with modern interpretations.

**205c. The Bible and Liberationist Thought.** Fall 1996. MR. LONG.

An exploration of influential texts from the Bible and their role in shaping values and cultural attitudes. Analysis of interpretations by African-American, Latin American, and feminist scholars who seek biblical warrant for social change. Attention is also given to writers who reject biblical authority while dealing with the powerful presence of the Bible in current debates.

**220c,d. Hinduism.** Fall 1996. MR. HOLT.

A study of traditional Hindu culture (philosophy, mythology, art, ritual, yoga, devotionalism, and caste) in the ancient and medieval periods of India's religious history. (Same as Asian Studies 240.)

**221c,d. Religion and Literature in Modern South Asia.** Spring 1997.

MR. HOLT.

Twentieth century works of fiction reflecting the ways in which Hinduism and Buddhism have been understood socially (gender, caste, and class), politically (reactionary or revolutionary), psychologically (functional or dysfunctional), and philosophically (soteriologically and cosmologically). (Same as **Asian Studies 241.**)

**222c,d. Buddhist Thought.** Fall 1997. MR. HOLT.

An examination of the principal Buddhist categories of thought as these arise in representative genres of Buddhist literature, including the Pali *Nikayas* of Theravada tradition and the Sanskrit *Sutras* of Mahayana. (Same as **Asian Studies 242.**)

**249c. Western Religious Thought.** Fall 1996. MS. MAKARUSHKA.

A study of the significant ideas and texts of the ancient Greek tradition, Judaism, Christianity, and Islam. Diversity within traditions, as well as similarities and differences among them, is emphasized. Selected texts include dialogue, sacred scriptures, poetry, mystical writings, treatise, fiction, and artworks. Focus on how historical and cultural contexts contribute to the construction of concepts such as virtue, wisdom, and holiness.

**250c. Western Religion and Its Critics.** Spring 1997. MS. MAKARUSHKA.

A study of modern and postmodern challenges to Western religious traditions. Readings from works of Hume, Darwin, Feuerbach, Marx, Nietzsche, and Freud, and liberation theologies including feminism.

**251c. The Problem of Evil.** Fall 1997. MS. MAKARUSHKA.

Explores Western myths and symbols of evil that express the experience of defilement, sin, guilt, and suffering as disclosed in a wide range of religious, philosophical, and literary texts and films. Reflection on questions concerning the existence of God, human finitude, and the cultural construction of normative values.

**260c,d. Religious History of African Americans.** Fall 1996. MR. GLAUDE.

History and role of religion among African Americans from slavery to the present. Inquiry into the significance of modernity and postmodernity on the religious experience of African Americans. Focus on major topics, including: transmission and transformation of African religions in the Americas; religious culture of slaves and slaveholders in the antebellum South; development of independent black churches in the early nineteenth century; effects of emancipation, migration, and urbanization upon black religious life; relation of race, religion, and American nationalism (both white and black). (Same as **Africana Studies 250.**)

**261c. Prophecy and Social Criticism in the United States.** Spring 1997.

Mr. GLAUDE.

Examination of the religious and philosophical roots of prophecy as a form of social criticism in American intellectual and religious history. Max Weber, Eric Voeglin, Sacvan Bercovitch, and Michael Walzer serve as key points of departure in assessing prophetic criticism's insights and limitations. Focus on the role of black prophetic critics such as James Baldwin, Martin L. King, Jr., and Cornel West in confronting issues of race, economic disparity, and mass culture, and themes such as American exceptionalism and white supremacy. (Same as **Africana Studies 251.**)

**262c,d. Race and African-American Thought.** Fall 1996. Mr. GLAUDE.

An interdisciplinary examination of the complex array of African-American cultural practices from slavery to postmodern times. Close readings of classic and contemporary texts of African-American experiences and the encounter with issues such as dread, death, and despair; joy, hope, and triumph. Readings will include works from W.E.B. Du Bois, Cornel West, Orlando Paterson, Paula Giddins, Richard Wright, and James Baldwin. (Same as **Africana Studies 252.**)

**Advanced Courses**

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. Courses may be repeated for credit with the contents changed. Religion 390 is required for majors, and normally presupposes that four of eight required courses have been taken.

**323c,d. Buddhism, Culture, and Society in South and Southeast Asia.**

Spring 1998. Mr. HOLT.

A study of the ways in which Buddhist religious sentiments are expressed aesthetically and politically within the social and cultural histories of India, Sri Lanka, Burma, and Thailand. Emphasis on the transformation of Buddhism from a world-renouncing ethic to a foundational ideology of society and culture. (Same as **Asian Studies 343.**)

Prerequisite: **Religion 101** or **222** or permission of the instructor.

**330c,d. The Quest for a Nation: Black Nationalism and America.** Spring

1998. Mr. GLAUDE.

Exploration of the concept of nation in the popular and political imagination of nineteenth and twentieth century African-American intellectuals. Focus on key figures of each period and on historical events that track the various uses of the word. Emphasis on the processes of transfer that take place between religious and racial identities that yield the national community are explored from two distinctive angles: white and black America. (Same as **Africana Studies 330.**)

Prerequisite: **Religion 101** and one additional course in religion, or permission of the instructor.

**380c.d. Recent Studies in South and Southeast Asian Religions and Cultures.** Spring 1997. MR. HOLT.

A critical reading of recent monographs and ethnographies by leading scholars focusing on important problems of contemporary interest in the interdisciplinary study of Hinduism, Buddhism, and Islam in South and Southeast Asia (religion in the Hindu family, women's spirituality, life passages, popular worship of Ganesa and Krsna, Sikh identity, rise of Islam, and Buddhist beliefs and practices in Southeast Asia), followed by the writing of a term paper on a topic selected by students in consultation with the instructor. (Same as **Asian Studies 380.**)

Prerequisite: **Religion 101** or permission of the instructor.

**390c. Advanced Topics in Religion.**

**Word and Image.** Fall 1996. Ms. MAKARUSHKA.

Reading of visual images (painting, sculpture, and film) that "narrate" culturally constructed interpretations of significant texts of Western and Asian religious traditions. Critical exploration of text and context through a multiplicity of postmodern interpretative frameworks, including feminism and deconstruction. Discussion of how meaning—the "truth" of the text—both reflects and shapes cultural values and notions of normativity. Focus on the politics of representation.

Prerequisites: Any two courses in religion, or permission of the instructor.

**Theories About Religion.** Fall 1997. MR. HOLT.

A seminar investigating the various ways in which religion has been understood theoretically (non-apologetically) in the intellectual traditions of the West from the sixteenth century to the present. Readings include works of Freud, Durkheim (and their European predecessors), Weber, Marx, James, Eliade, and Geertz, among others. Emphasis is placed on developing one's own theoretical approach to religious phenomena. A substantial seminar paper is required.

Prerequisite: **Religion 101** or permission of the instructor.

**291c–294c. Intermediate Independent Study.** THE DEPARTMENT.

**401–404c. Advanced Independent Study and Honors.** THE DEPARTMENT.

## Romance Languages

### *Professor*

John H. Turner

### *Associate Professors*

Janice A. Jaffe, *Chair*

Robert R. Nunn\*\*

William C. VanderWolk

### *Assistant Professors*

Marie E. Barbieri†

Leakthina Ollier

### *Instructor*

Enrique Yepes

### *Visiting Instructors*

Sarah M. Nelson

Verónica M. Azcue

### *Lecturer*

Rosa Pellegrini

### *Teaching Fellows*

Ana Martín

Agnès Boury

Virginie Le Gall

The Department of Romance Languages offers courses in French, Spanish, and Italian language, literature, and culture. Native speakers are involved in most language courses. Unless otherwise indicated, all literature courses are conducted in the respective language.

### **Study Abroad**

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year.

### **Independent Study**

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

### **Honors in Romance Languages**

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for department honors should also have a strong record in other courses in the department.

### **Requirements for Majors in Romance Languages**

Students may declare a major in French or in Spanish or in Romance languages (with courses in both French and Spanish). For students of the Class of 1998 and after, the major will consist of nine courses more advanced than **French 204** or **Spanish 204**. (For others, the major consists of eight courses.) It is expected that majors who are not writing an honors project will enroll in a 300-level course in their senior year. All majors are required to take a **351** course. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Prospective majors are expected to have completed **French** or **Spanish 205** and **209** before the end of their sophomore year.

**Requirements for the Minor in Romance Languages**

The minor consists of three Bowdoin courses in one language above **204**.

**Placement**

Students who plan to take French or Spanish must take the appropriate placement test at the beginning of the fall semester.

**FRENCH****101c. Elementary French I.** Every fall. Fall 1996. Ms. VANDERWOLK.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three hours per week, plus regular language laboratory assignments and conversation sessions.

Prerequisite: **French 101** primarily is open to first- and second-year students who have had two years or less of high school French. *A limited number of spaces are available for juniors and seniors.*

**102c. Elementary French II.** Every spring. Spring 1997. THE DEPARTMENT.

A continuation of **French 101**. A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three hours per week, plus regular language laboratory assignments and conversation sessions.

Prerequisite: **French 101** or equivalent.

**203c. Intermediate French I.** Every fall. Fall 1996. MR. NUNN.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French.

Prerequisite: **French 102** or placement.

**204c. Intermediate French II.** Every spring. Spring 1997. THE DEPARTMENT.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants.

Prerequisite: **French 203** or placement.

**205c. Advanced French I.** Every fall. Fall 1996. Ms. NELSON.

An introduction to a variety of writing styles and aspects of French culture through readings of literary texts, magazines, and newspapers. Emphasis on student participation, including short presentations and frequent short papers.

Prerequisite: **French 204** or placement.

**[208c. French and Francophone Cultures.]**



**209c. Introduction to the Study and Criticism of French Literature.**

Spring 1997. THE DEPARTMENT.

An introduction to the appreciation and analysis of the major genres of literature in French through readings and discussions of important works from the Renaissance to the twentieth century. Students are introduced to critical approaches to literature in general and to French literature in particular. Writers likely to be considered include Ronsard, La Fontaine, Molière, Voltaire, Flaubert, Sartre, and Yourcenar. Conducted in French.

Prerequisite: **French 205** or placement.

**210c. Introduction to French Literary History.** Fall 1996. Ms. NELSON.

A chronological overview of France's rich literary tradition, from *La Chanson de Roland* to contemporary works. Students are introduced to major authors and literary movements, as well as their historical context. Conducted in French.

Prerequisite: **French 205** or permission of the instructor.

**[312c. French Thought: Penseurs, Moralistes, Philosophes.]****[313c. Poetry and Society.]****315c. French Drama I.** Fall 1996. MR. NUNN.

French drama of the seventeenth and eighteenth centuries. A survey of classicism and the major new currents of the eighteenth century. Plays by Corneille, Molière, Racine, Marivaux, Beaumarchais, and others are studied. Close interpretive reading of texts and viewing of taped performances. Conducted in French.

Prerequisite: **French 209** or permission of the instructor.

**317c. The French Novel in the Nineteenth Century (The French Novel I).**

Fall 1996. MR. NUNN.

Women writing about women and men writing about women. Authors include De Staël, Stendhal, Balzac, Sand, and Flaubert.

Prerequisite: **French 209** or permission of the instructor.

**319c. French Women Writers.** Fall 1996. Ms. OLLIER.

An exploration of female identity and narrative through the fictional and autobiographical writings of twentieth-century French women authors. Focuses on the representation of love, desire, the mother-daughter relationship, alienation, and transgression. Writers may include Colette, Simone de Beauvoir, Marguerite Duras, Nathalie Sarraute, Marguerite Yourcenar, Christiane Rochefort, Annie Ernaux, and Danièle Sallenave.

Prerequisite: **French 209** or permission of the instructor.

**320-329c. Topics in French and Francophone Literature.** Every year. THE DEPARTMENT.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period. **French 320-329** may be repeated for credit with the contents changed. Conducted in French.

**321c. Rebirth: The Old Made New in French Renaissance Literature.**

Spring 1997. Ms. NELSON.

Readings from one of the periods of greatest literary and social change in French history, the sixteenth century. Main topics are a new world in literature; male and female writers who adopt and adapt poetic models; and the rebirth of a "modern literary self." Writers may include Marguerite de Navarre, Rabelais, Scève, Pernette du Guillet, Labé, Ronsard, Du Bellay, Madeleine and Catherine des Roches, Montaigne, and D'Aubigné.

Prerequisite: **French 209** or permission of the instructor.

**322c. The Hexagon Inside Out: Francophone Literature and Contemporary Minority Writing in France.** Spring 1997. Ms. OLLIER.

Begins with a study of Francophone writers from the African continent, the Caribbean, and Southeast Asia. Attention is placed on the notions of identity, race, language, culture, gender, colonialism, and post-colonialism. Proceeds to the analysis of texts written in France by minority authors, which serve as testimonies of issues facing minorities in contemporary France, such as integration, racism, and the search for one's own cultural identity. Writers may include Patrick Chamoiseau, Mariama Ba, Tahar Ben Jelloun, Assia Djebar, Soni Labou Tansi, Marie Ndiaye, Ousmane Sembène, Calixthe Beyala, Linda Le, and Rachid Boudjedra.

Prerequisite: **French 209** or permission of the instructor.

**351c. Senior Seminar for French Majors.**

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

*This course is required for the major in French or Romance languages.*

**French Cinema.** Fall 1996. MR. VANDERWOLK.

Twentieth-century France seen through films by major French directors such as Renoir, Truffaut, Godard, Duras, and Malle. Close study of the adaptation of literary texts to the movie screen.

**401c–404c. Independent Study.** THE DEPARTMENT.**ITALIAN****101c. Elementary Italian I.** Every fall. Fall 1996. Ms. PELLEGRINI.

Three class hours per week, plus drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

**102c. Elementary Italian II.** Every spring. Spring 1997. Ms. PELLEGRINI.

Continuation of **Italian 101**. Three class hours per week, plus drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or equivalent.

**203c. Intermediate Italian I.** Every fall. Fall 1996. Ms. PELLEGRINI.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or permission of the instructor.

**204c. Intermediate Italian II.** Every spring. Spring 1997. Ms. PELLEGRINI.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or permission of the instructor.

## SPANISH

**101c. Elementary Spanish I.** Every fall. Fall 1996. Ms. JAFFE.

Three class hours per week, plus drill sessions and laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills.

Prerequisite: **Spanish 101** is open to first- and second-year students who have had less than two years of high school Spanish. *Juniors and seniors who wish to take Spanish 101 must request the permission of the instructor in writing before the end of the registration period.*

**102c. Elementary Spanish II.** Every spring. Spring 1997. MR. TURNER.

Continuation of **Spanish 101**. Three class hours per week, plus drill sessions and laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or equivalent.

**203c. Intermediate Spanish I.** Every fall. Fall 1996. THE DEPARTMENT.

Three class hours per week and a conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

**204c. Intermediate Spanish II.** Every spring. Spring 1997. THE DEPARTMENT.

Three class hours per week and a conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

**205c. Advanced Spoken and Written Spanish.** Every fall. MR. TURNER.

Intended to increase proficiency in the four skills. A variety of texts is assigned with the aim of improving speed and accuracy of reading, and they also serve as the basis for controlled discussion aimed at spoken fluency. Visual media are used to develop aural comprehension and as the basis for the study of culture. Frequent written assignments.

Prerequisite: **Spanish 204** or placement.

**207c. Hispanic American Cultures.** Fall 1996. MR. YEPES.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor.

**208c. Spanish Culture.** Spring 1997. THE DEPARTMENT.

Through the study of Spanish literature, film, history, and journalism, we examine different aspects of Spanish culture, such as myths and stereotypes about Spain and her people, similarities and differences between Spanish and American cultures, and the characterization of contemporary Spain. Emphasis on close analysis of primary materials. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor. Students who have taken a 300-level Spanish course may not take this course.

**209c. Introduction to the Study and Criticism of Hispanic Literature.**

Every spring. MS. JAFFE.

Intended to develop an appreciation of the major genres of literature in Spanish and to foster the ability to discuss them orally and in writing. Personal responses as well as the use of critical methods are encouraged in discussions. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor.

**311c. Medieval and Golden Age Spanish Literature.** Every year. Spring 1997. MR. TURNER.

Readings from the major writers of the Spanish Renaissance and the baroque period. Conducted in Spanish.

Prerequisite: **Spanish 209** or permission of the instructor.

**312c. Modern Spanish Literature.** Every year. Fall 1996. THE DEPARTMENT.

Readings from the major writers of Spanish literature from the eighteenth century to the modern period. Conducted in Spanish.

Prerequisite: **Spanish 209** or permission of the instructor.

**313c,d. Indigenous and Hispanic Literature of Colonial Latin America.** Spring 1998. MS. JAFFE.

An introduction to the literature of the encounter between indigenous and Hispanic cultures in Latin America from the fifteenth through the eighteenth centuries. Emphasis on understanding the cultural and racial heterogeneity of Latin American society through its foundational texts. Conducted in Spanish.

Prerequisite: **Spanish 209** or permission of the instructor.

[314c,d. Modern Hispanic American Literature.]

**320c-329c. Topics in Spanish and Hispanic American Literature I and II.**  
Every year.

Designed to provide students who have a basic knowledge of literature in Spanish the opportunity to study more closely an author, a genre, or a period. **Spanish 320-329** may be repeated for credit with the contents changed. Conducted in Spanish.

**323c. Spanish American Short Story.** Fall 1996. MR. YEPES.

Studies the short story as a literary genre and as a social instrument in post-colonial Spanish America. Emphasis on close reading to explore textual strategies as well as issues of gender, class, identity, and empowerment. Authors include Echeverría, Dario, Quiroga, Lugones, Bombal, Borges, Rulfo, Cortázar, García Márquez, Ferré, and Latino writers in the United States.

Prerequisite: **Spanish 209** or permission of the instructor.

**326c. Translation.** Spring 1997. Ms JAFFE.

A practical introduction to translation as a communicative skill and literary art that measurably enhances linguistic and cultural understanding. Conducted in Spanish.

Prerequisite: **Spanish 209** or permission of the instructor.

**351c. Senior Seminar for Spanish Majors.**

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

*This course is required for the major in Spanish or Romance languages.*

**Hybrid Cultures: Mixture, Superimposition, Subordination?**

Spring 1997. MR. YEPES.

Contemporary Hispanic societies have been defined as "hybrid cultures," since diverse ethnic and social components intermingle in their aesthetic, religious, and socio-political practices. This amalgam is studied in form, art, and literature from Spain and the Americas. What is the history of each specific interaction? How are the issues of difference and identity negotiated in each context? Oppositions such as "high" vs. traditional and native vs. foreign are examined throughout the seminar.

**401c-404c. Independent Study and Honors.** THE DEPARTMENT.

## Russian

### *Professor*

Jane E. Knox-Voina, *Chair*

### *Associate Professor*

Raymond H. Miller

### *Teaching Fellow*

Leah G. Shulsky

### **Requirements for the Major in Russian Language and Literature**

The Russian major consists of ten courses (eleven for honors). These include **Russian 101, 102 and 203, 204**; five courses in Russian above **Russian 204**; and one approved course in either Russian literature in translation or Slavic civilization, or an approved related course in government, history, or economics (e.g., **Government 230 and 271; History 217 and 218**).

### **Study Abroad**

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian language programs in Moscow, St. Petersburg, and Kiev that are open to all students who have taken the equivalent of two or three years of Russian. Other programs should be discussed with the Russian Department. Students returning from study abroad will be expected to take two courses in the Department unless exceptions are granted by the Chair.

### **Advanced Independent Study**

This is an option intended for students who wish to work on honors projects or who have taken advantage of the regular course offerings and will work more closely on a particular topic. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian.

### **Requirements for the Minor in Russian**

The minor consists of seven courses (including the first two years of Russian).

### **Courses Taught in English Translation.**

The department teaches several courses in English that focus on Russian history, literature, and culture. These courses can be taken by non-majors and include a first-year seminar and a series of 200-level courses: **Russian 20, 215, and 220–223**.

### **Courses in Russian for Majors and Minors**

**101c. Elementary Russian I.** Every fall. Fall 1996. MS. KNOX-VOINA.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

**102c. Elementary Russian II.** Every spring. Spring 1997. MR. MILLER.

Continuation of **Russian 101**. Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

**203c. Intermediate Russian I.** Every fall. Fall 1996. MR. MILLER.

A continuation of **Russian 101, 102**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 101, 102** or permission of the instructor.

**204c. Intermediate Russian II.** Every spring. Spring 1997. MS. KNOX-VOINA.

A continuation of **Russian 203**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 101, 102** or permission of the instructor.

**305c. Advanced Reading and Composition in Russian.** Every fall.

MS. KNOX-VOINA.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word-formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 203, 204** or equivalent.

**306c. Topics Course: Advanced Reading and Composition II.** Every other spring. THE DEPARTMENT.

A transition between **Russian 305** and the advanced survey courses in Russian literature (**Russian 309** and **Russian 310**). Topics change depending upon the specialty of the instructor and demand by students. To serve students who enter the College with advanced standing in Russian, or Bowdoin students who have spent their junior year in Russia. To build reading, comprehension, and written skills. Alternates with **Russian 310** (Modern Russian Literature) every other spring. Short compositions and oral reports on themes of the course.

Prerequisite: **Russian 305** or equivalent.

**Siberian and Non-Russian Literature of the Former Soviet Union.**

Spring 1998. MS. KNOX-VOINA.

Myths and short tales from small-numbered ethnic peoples of northern Siberia written down in Russian during the Soviet period. Short stories by writers V. Shukshin (Siberia), Chingiz Aitmatov (Kyrgyzstan), Fazil Iskander (Abkhazia), and Svetlana Vasilenko (Ukraine). Special emphasis on the Siberian spirit and character,



Siberian cultures, traditions, and values, Shamanism, gender roles and environment, pollution by Soviet industry, national movements, Stalin's nationalities policy, changing social roles of women in Central Asia, and Sovietization of ethnic peoples. Films such as *Dersu Uzala*, *Siberiada*, *Songs of Lenin*, and *Close to Eden* supplement reading materials.

**309c. Nineteenth-Century Russian Literature.** Every fall. MR. MILLER.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or equivalent study abroad.

**310c. Modern Russian Literature.** Every other spring. Spring 1997.

Ms. KNOX-VOINA.

An examination of various works of modern Russian literature (Soviet and émigré), with emphasis on the development of the short story. The differences and similarities between prerevolutionary and contemporary Soviet literature are discussed. Authors include Blok, Mayakovsky, Zoschenko, Platonov, Bulgakov, Pasternak, Brodsky, Shukshin, Aksenov, and others. Short term papers.

Prerequisite: **Russian 305** or study abroad.

**315c. Translation of Russian Prose.** Every other spring. Spring 1998.

MR. MILLER.

Focuses on the translation of Russian prose into English. Texts are selected from nineteenth- and twentieth-century memoirs, political tracts, scholarly texts, and at least one piece of *belles lettres*. Attention is given to development of Russian reading skills; different theories of translation and typical translation strategies; Russian grammatical structures and word groups that are especially difficult to render into English; and the cultural significance of assigned texts.

Prerequisite: **Russian 305** or equivalent.

**316c. Russian Poetry.** Spring 1997. MR. MILLER.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky; selections from eighteenth-century poetry (Lomonosov and Derzhavin) are studied for comparison. Includes discussion of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian.

Prerequisite: **Russian 305** or equivalent.

**291c–294c. Intermediate Independent Study.** THE DEPARTMENT.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media). This course may be repeated for credit with the contents changed.

Prerequisite: **Russian 305** or equivalent.

**401c–404c. Advanced Independent Study.** THE DEPARTMENT.

Individual research in Russian studies. Major sources should be read in Russian. This course may be repeated for credit with the contents changed. A two-semester project is necessary for honors in Russian.

Prerequisite: **Russian 309** or **310**.

## IN ENGLISH TRANSLATION

**First-Year Seminar**

For a full description of the following first-year seminar, see page 116.

**20c. The Great Soviet Experiment through Film.** Every other fall. Fall 1996.  
Ms. KNOX-VOINA.

**215c. Russia, the Slavs, and Europe.** Every other spring. Spring 1997.  
Mr. MILLER.

An introduction to the cultural history of Russia and Eastern Europe, with special emphasis on the unique position Russia has occupied within European civilization. Specific topics include Russia's ethnic and linguistic background, early Russian culture, the development of Russian religious and political thought, and the problematic relationships that have existed between Russia, the other Slavic nations, and the West. No prior study of European civilization is assumed.

**220c. Nineteenth-Century Russian Literature.** Every other fall. Fall 1997.  
Mr. MILLER.

Traces the development of Russian realism and the Russian novel. Specific topics include the pre-nineteenth-century literary background, the origins of realism as a movement, and the intellectual and political milieu of the time. Writers to be read include Pushkin, Lermontov, Gogol, Goncharov, Dostoevsky, and Tolstoy. Russian majors are required to do some of the reading in Russian.

**221c. Russian Culture Through Visual Media: The Great Soviet Experiment.** Every other spring. Spring 1998. Ms. KNOX-VOINA.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Examines the avant garde of the 1920s and the Bolsheviks' attempts to build a radical new society; the Stalin era and Socialist Realism; the "thaw"; and *glasnost*'. Topics include scientific utopias; eternal revolution; individual freedom, collectivism; conflict between the intelligentsia and the common man; the "new Soviet woman"; nationalism; and the demise of the Soviet Union. Works of Eisenstein, Vertov, Tarkovsky; Kandinsky, Chagall, Petrov-Vodkin; Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstaya. Weekly film viewings. Russian majors required to do some reading in Russian.

**222c. Topics Course: Women in Russian Society and Culture.** Every other fall. Fall 1997. Ms. KNOX-VOINA.

Examines the roles women have played in Russian literature and Russian society. Special attention is given to women revolutionaries and the "new status" of women guaranteed by the Revolution. Readings include short stories, novels, autobiographies, and nonfiction works. Authors include Pushkin, Tolstoy, Dostoevsky, Chekhov, Kollontai, Tsvetaeva, Akhmatova, Ginzburg, and others. Russian majors are required to do some of the reading in Russian. Films and art about and by women to be shown.

**223c. Dostoevsky and the Novel.** Spring 1997. Ms. KNOX-VOINA.

Examines Dostoevsky's use of the novel to portray the "fantastic" reality of the city and its effects on the human psyche. Special attention is given to the author's quest for guiding principles of freedom and love in a world of violence and cynicism. Emphasis on Dostoevsky's anti-Western and antimaterialist bias in his portrayal of the struggle between extreme individualism and self-renunciation in a utopian brotherhood. Russian majors are required to do some of the reading in Russian.

## Sociology and Anthropology

*Professors*

Susan E. Bell

Craig A. McEwen\*\*

Daniel W. Rossides

*Associate Professors*Sara A. Dickey, *Chair*

Susan A. Kaplan

*Assistant Professors*

Lydia Nakashima Degarrod

Scott MacEachern

Nancy E. Riley

*Joint Appointments with Africana Studies*

Assistant Professor Lelia De Andrade

Adjunct Assistant Professor H. Roy Partridge, Jr.

*Joint Appointment with Women's Studies*

Assistant Professor Carol E. Cohn

*Visiting Assistant Professors*

Anne Henshaw

Kevin D. Henson

*Adjunct Assistant Professor*

Genevieve LeMoine

*Joint Appointment with Asian Studies*

Instructor David T. Johnson†

**Requirements for the Major**

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social knowledge is acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and programs in developing countries.

A student may choose either of two major programs or two minor programs:

*The major in sociology* consists of ten courses, including **Sociology 101, 201, 209 or 211, and 310**. A minimum of eight courses in sociology may be supplemented by two advanced courses from anthropology or, as approved by the department chair, by two advanced courses from related fields to meet the student's special needs. **Sociology 201** should be taken in the sophomore year.

*The major in anthropology* consists of eight courses, including **Anthropology 101, 102, 201, and 301**, and one course with an areal focus (numbered in the 130s,

230s, and 240s). Students are urged to complete **Anthropology 101, 102, and 201** as early as possible. One or two of the eight courses may be taken from the advanced offerings in sociology and, with departmental approval, on study-away programs. In all cases, however, at least six of the courses counted toward the major must be Bowdoin anthropology courses.

### **Requirements for the Minor**

*The minor in sociology* consists of five sociology courses, including **Sociology 201, 209 or 211, and 310**.

*The minor in anthropology* consists of five anthropology courses, including **Anthropology 101 and 301, either 102 or 201, and an area study course (130s, 230s, and 240s)**.

For the anthropology major or minor program, one semester of independent study may be counted. For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

### **Departmental Honors**

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

## **SOCIOLOGY**

### **First-Year Seminars**

For a full description of the following first-year seminars, see pages 116-117.

**10b,d. Racism.** Spring 1997. MR. PARTRIDGE.  
(Same as **Africana Studies 10.**)

**11b. The Sociology of Everyday Life.** Fall 1996. MR. HENSON.

**12b. Constructing Social Problems.** Spring 1998. MS. DE ANDRADE.

**15b. Juggling Gender.** Fall 1996. MS. COHN.  
(Same as **Women's Studies 15.**)

**16b. Sociology of Gender and the Military.** Fall 1997. MS. COHN.  
(Same as **Women's Studies 16.**)

### **Introductory, Intermediate, and Advanced Courses**

**100b,d. Introduction to Africana Studies.** Spring 1997. MS. DE ANDRADE.

An introduction to the study of African peoples and societies. Provides a brief historical grounding in the structures of societies and cultures in Africa. Focuses on the relationships of Africans and peoples of African descent with other societies and cultures. Considers in particular the images of Africa and Africans constructed as a product of these socio-historic relations. Examines the experiences of African immigrant groups and peoples of African descent in the United States, South America, and the Caribbean. (Same as **Africana Studies 101.**)

**101b. Introduction to Sociology.** Every semester. THE DEPARTMENT.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

**201b. Introduction to Social Research.** Every spring. Ms. RILEY.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**204b. Families: A Comparative Perspective.** Spring 1997. Ms. RILEY.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families.

Prerequisite: **Sociology 101** or **Anthropology 101**.

**208b,d. Race and Ethnicity.** Fall 1996. Ms. DE ANDRADE.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Africana Studies 208**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**209b. Social Theory.** Every fall. Mr. ROSSIDES.

A critical examination of some representative theories of the nature of human behavior and society. Social theory is related to developments in philosophy and natural science, and symbolic developments as a whole are related to social developments. The thought of some major figures in the ancient world (especially Plato, Aristotle, and the Stoics) and the medieval world (especially St. Thomas and Marsilio of Padua) is analyzed, but the main focus is on the figures who have

struggled to explain the nature of modern society: Hobbes, Locke, the *philosophes*, Comte, Marx, Spencer, Durkheim, and Weber, with special attention to contemporary liberal, socialist, world-system, feminist, and environmental theorists.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**210b. Men, Women, and Work.** Spring 1997. MR. HENSON.

Explores the organization, experience, and meaning of work in modern industrial societies, especially the United States. Examines the impact of technological innovations, deindustrialization, the growth of service industries, and changing employer/employee contracts on the experience of work. The experiences of work in different occupations and professions are examined through classic and contemporary ethnographies of work. Special emphasis on the relationship between gender and work.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**211b. Classics of Sociological Theory.** Fall 1996. MS. DE ANDRADE.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**213b. Social Stratification.** Spring 1997. MR. ROSSIDES.

A critical examination of representative theories of inequality. Opens with a review of the basic questions and concepts in social stratification, and then develops case studies of the various types of social inequality: for example, El Salvador, Korea, and the USSR. The heart of the course is an extended analysis of the American class system to determine sources of stability and conflict, and to identify legitimate and illegitimate forms of inequality. Considerable attention is given to theories of imperialism and to determining the United States' role in the international system of stratification.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**214b. Science, Technology, and Society.** Spring 1997. MS. BELL.

A consideration of the organization of science and its place in modern society. First, identifies the social structure and dynamics of science as an institution and examines the relationship between the institution of science and the content of scientific knowledge. Explores the role of science and scientific knowledge in technological innovation. Next, examines the progress and problems associated with scientific and technological changes such as nuclear power and the production and distribution of pesticides and other chemicals. Considers the social and intellectual origins of these technological innovations and their impact on society from different theoretical perspectives.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**215b. Criminology and Criminal Justice.** Fall 1996. MR. McEWEN.

Focuses on crime and corrections in the United States, with some cross-national comparisons. Examines the problematic character of the definition of "crime." Explores empirical research on the character, distribution, and correlates of criminal behavior and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Discusses the implications of the nature and causes of crime for law enforcement and the administration of justice. Surveys the varied ways in which prisons and correctional programs are organized and assesses research about their effectiveness.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**218b. Sociology of Law.** Every fall. MR. McEWEN.

An analysis of the development and function of law and legal systems in industrial societies. Examines the relationships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**219b. Sociology of Gender.** Fall 1996. MR. HENSON.

Focuses on gender as an organizing principle of societies, and examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Explores the role of gender in institutional structures including the economy and the family. Particular attention is paid to the sexual differentiation of language, sex inequality and sex segregation in the workplace, the global feminization of poverty, and compulsory heterosexuality and the experiences of lesbians and gay men.

*Note:* This course is offered as part of the curriculum in gay and lesbian studies.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**222b. Introduction to Human Population.** Spring 1998. MS. RILEY.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, or migration.

Prerequisite: **Sociology 101** or **Anthropology 101**.



**[235b. Comparative Societies.]****236b. Sociology of Communication.** Spring 1997. Mr. ROSSIDES.

An analysis of the role of communication in human evolution and history, with special emphasis on communication in contemporary society. Topics include language, writing, printing, and other communication devices, particularly computer-driven integrated and interactive media. Issues include questions such as the impact of communication technology on society and vice versa, the role it plays in the professions, economy, and politics, and the impact of Western communication networks and products on other societies.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**240b. Social Structures and Reproduction of Knowledge.** Spring 1997.

Ms. DEANDRADE.

Sociological analysis of the institution of education and the evaluation of knowledge and learning in American society. Begins with discussion of theoretical approaches to production of knowledge, with readings from theorists such as Durkheim, Mannheim, and Foucault. Analysis of a variety of topics related to education, including multiculturalism, social stratification, learning disabilities, and alternative organizational forms.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**250b. Collective Behavior.** Fall 1997. Mr. McEWEN.

Description, analysis, and explanation of the nature of recurrent but relatively ephemeral social phenomena such as rumors, crowds, riots, audiences, panics, disasters, publics, fads, revolutions, and reform movements. Analysis of the responses of social control agencies to instances of collective behavior and of the role of collective behavior in social change.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**251b. Sociology of Health and Illness.** Fall 1997. Ms. BELL.

Examines the social contexts of physical and mental health, illness, and medical care. Deals with such topics as the social, environmental, and occupational factors in health and illness; the structure and processes of health care organizations; the development of health professions and the health work force; doctor-patient relationships; ethical issues in medical research; and health care and social change.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**252b. Sociology of Chronic Illness and Disability.** Fall 1996. Ms. BELL.

Focuses on the subjective experience of illness, especially chronic illness and disability. What strategies do people use in their daily lives to manage and direct

the course of their illness? In what respects do these experiences vary according to such factors as gender, race, ethnicity, and social class? Issues to be addressed include uncertainty; illness career; stigma; identity; relationships with family, community, and caregivers; work; self-help and the independent living movement; feminism and disability rights.

*Note:* This course is offered as part of the curriculum in gay and lesbian studies.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

**253b. Constructions of the Body.** Spring 1998. Ms. BELL.

Explores the body as reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies.

*Note:* This course is offered as part of the curriculum in gay and lesbian studies.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

[260b. Gender and the Military.]

**310b. Advanced Seminar: Current Controversies in Sociology.** Spring 1997. Ms. BELL.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisites: Junior standing and **Sociology 209** or **211**, or permission of the instructor.

**291b–294b. Intermediate Independent Study in Sociology.** Ms. BELL, Ms. COHN, Ms. DE ANDRADE, Mr. HENSON, Mr. McEWEN (fall), Ms. RILEY (spring), and Mr. ROSSIDES.

**401b–404b. Advanced Independent Study and Honors in Sociology.** Ms. BELL, Ms. COHN, Ms. DE ANDRADE, Mr. HENSON, Mr. McEWEN (fall), Ms. RILEY (spring), and Mr. ROSSIDES.

## ANTHROPOLOGY

### Introductory, Intermediate, and Advanced Courses

**101b,d. Introduction to Cultural Anthropology.** Every spring. Ms. DEGARROD.

An introduction to the concepts, methods, theories, findings, and applications of cultural anthropology. Study of the differences and similarities among the cultures of the world and attempts by anthropologists to explain them. Among the topics to be covered are anthropological field work, the nature of culture, the relation of language to culture, the relation of the environment to culture, family and kinship, political and economic systems, religion, sex, gender, and ethnocide.

**102b,d. Introduction to World Prehistory.** Fall 1996. MR. MACEachern, MS. LeMoine.

An introduction to the disciplines of anthropology and archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, the debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies, the state, and civilization.

**201b. Anthropological Research.** Every fall. MS. DEGARROD.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own field work experience. Topics covered are ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101** and sophomore standing or higher.

**202b. Essentials of Archaeology.** Spring 1997. MR. MACEachern.

Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time.

Prerequisite: Previous course in anthropology, or **Archaeology 101** or **102**, or permission of the instructor.

**204b. Anthropology of Dreams.** Spring 1997. MS. DEGARROD.

Explores the theoretical bases for the study of non-Western dreams in anthropology, and the biases that anthropology as a Western discipline has maintained in the study of dreams. The study of dreams is covered from the early days of searching for a universal unconscious to the most recent study of dream narration. In addition, drawing from different ethnographic studies of Native American, African, Asian, and Oceanian societies, dreams and dreaming are discussed in relationship to art, religion, politics, healing, and myth.

Prerequisite: Previous course in anthropology and sophomore standing.

**205b. From Stone to Iron: Analysis of Artifacts and Culture.** Spring 1997. THE DEPARTMENT.

An overview of the way anthropologists use material culture to understand societies. Topics include distinguishing culturally and naturally modified materials; the manufacture and use of stone tools; development of ceramic technology; bone technology; and early metal working. Examines how anthropologists discern cultural information from material culture through discussion of current literature, films, demonstrations, and analysis of modern and archaeological materials.

Prerequisite: Previous course in anthropology or sociology and sophomore standing.

**[207b. Anthropology of Religion.]****220b.d. Hunters and Gatherers.** Spring 1998. Ms. KAPLAN.

Traces the origins and challenges the stereotype of hunter-gatherers as small groups of people who are constantly on the move and exhibit the simplest levels of social, political, and economic organization. Topics include hunter-gatherer adaptations to the world's changing environment; strategies of resource procurement; settlement patterns; technological complexity; levels of social, economic, and political integration; and religious life. Compares such groups as the Australian Aborigines, Bushmen, Native Americans, and New Guinea Highlanders.

Prerequisites: At least one previous course in anthropology or sociology, and sophomore standing.

**221b. The Rise of the State.** Fall 1997. Mr. MACEachern.

Scholars have proposed conflicting theories to explain the evolution of state societies and civilizations in the Old and New Worlds. This course reviews the major debates and examines the mechanisms and patterns of state formation, using archaeological and ethnographic examples from Africa, the Americas, and the Middle East.

Prerequisite: At least one previous course in anthropology or sociology.

**222b. Culture Through Performance.** Fall 1996. Ms. DICKEY.

"Cultural performance" covers not only drama, dance, and music, but also such cultural media as ritual, literature, celebration, and spectacle. The anthropological study of these media examines their performers, producers, and audiences in addition to their form and content. Questions fundamental to this study are: What does cultural performance uniquely reveal about a culture to both natives and outsiders? and What social, psychological, and political effects can it have on participants and their societies?

*Note:* This course is offered as part of the curriculum in gay and lesbian studies.

Prerequisite: Previous course in anthropology or sociology, or permission of instructor.

**225b. Class Systems and Cultures.** Fall 1997. Ms. DICKEY.

Examines theories of class and hierarchy, ranging from Marx and Weber to Foucault, and ethnographies of class cultures. Investigates the mutual impact of class and culture, the places of socioeconomic classes in wider systems of stratification, and the interaction of class and other forms of hegemony.

Prerequisite: Previous course in anthropology or sociology.

**226b. Ethnoarchaeology: Visiting the Present to Understand the Past.**

Fall 1996. Mr. MACEachern.

Examines the ways in which information collected from ethnographic and historical sources, and from present-day observations, can be used to generate theories about the functioning of past societies. First examines how ethnoarchaeologists use studies of present-day material culture to inform and

enrich archaeological reconstructions. Next examines the ways in which oral and written histories can be used to develop theories of how and why cultures change. Also discusses the relationship between historical and anthropological accounts.

Prerequisite: Previous course in anthropology or sociology.

**231b,d. Native Peoples and Cultures of Arctic America.** Fall 1996.

THE DEPARTMENT.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments.

Prerequisite: Previous course in anthropology or sociology.

**233b,d. Peoples and Cultures of Africa.** Spring 1998. MR. MACEachern.

An introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and culture history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. The emphasis is upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examined but are not the principal focus of the course. (Same as **Africana Studies 233.**)

Prerequisite: Previous course in anthropology or sociology.

**234b,d. Women, Power and Identity in India.** Spring 1997. Ms. DICKEY.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Asian Studies 234.**)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

**235b,d. South Asian Cultures and Societies.** Fall 1996. Ms. DICKEY.

An introduction to the cultures and societies of South Asia, including India, Nepal, Pakistan, Bangladesh, and Sri Lanka. Issues of religion, family and gender, caste, and class are examined through ethnographies, novels, and films, and through in-class simulations of marriage arrangements, and caste ranking. (Same as **Asian Studies 235.**)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

**236b,d. Political Identity and Leadership in South Asia.** Spring 1998.

Ms. DICKEY.

In South Asia, political identity is often based on "primordial" ties such as caste, religion, ethnicity, language, and region. Political leadership involves various strategies for addressing and transcending these communal interests. This

course examines the development of different political identities and the importance of issues such as personality politics and patronage in electoral leadership in several South Asian countries. (Same as **Asian Studies 236.**)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

**237b,d. Anthropological Issues in Latin America.** Fall 1997. Ms. DEGARROD.

Examines anthropological research on Latin America. Topics covered are urbanization, popular culture, national and ethnic identities, gender, religion, violence, and the relationship between indigenous peoples and nation-states.

Prerequisite: Previous course in anthropology, sociology, or Latin American studies.

**238b,d. Native Peoples of South America.** Fall 1996. Ms. DEGARROD.

Examines the social, economic, political, and religious aspects of cultures representative of three distinct geographical regions of South America—the Amazon area, the Andes, and the Southern Cone. Presents an overview of different migration theories of the peopling of the Americas and their geographical distribution. The different linguistic, geographical, and cultural classifications of the native peoples of South America are discussed in a historical context.

Prerequisite: Previous course in anthropology or sociology, or permission of the instructor.

**239b,d. Indigenous Peoples of North America.** Spring 1997. THE DEPARTMENT.

An overview and analysis of native North American societies from pre-Columbian times to the present. Topics include the political, economic, family, and religious organization of Native American societies; the impact of European expansion; and the current situation—both on and off reservation—of Native Americans.

Prerequisite: Previous course in anthropology or sociology, or permission of the instructor.

**242b,d. “Centers” and “Peripheries”: States in West and Central Africa.** Spring 1997. MR. MACEachern.

Examines the processes through which states and empires developed in West and Central Africa, using data from archaeological, historical, and ethnographic research. Particular attention given to the role of trans-Saharan cultural contacts in state formation; economic and cultural contacts across environmental boundaries; roles that different slave trades have played in state formation; relationships between state and non-state societies; and varying roles of Islam and traditional religions in state formation. (Same as **Africana Studies 242.**)

Prerequisite: Previous course in anthropology or sociology, or permission of the instructor.

**301b. Anthropological Theory.** Every spring. Ms. DICKEY.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Contemporary controversies in anthropological theory are discussed. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisites: **Anthropology 101, 102, and 201** and junior standing, or permission of the instructor.

**291b–294b. Intermediate Independent Study in Anthropology.** Ms. DEGARROD, Ms. DICKEY, Ms. LEMOINE, AND MR. MACEachern.

**401b–404b. Advanced Independent Study and Honors in Anthropology.** Ms. DEGARROD, Ms. DICKEY, Ms. LEMOINE, AND MR. MACEachern.

## Theater and Dance

*Associate Professor*June A. Vail, *Chair**Assistant Professor*

Daniel E. Kramer

*Joint Appointment with English*

Visiting Assistant Professor Elizabeth Wong

*Lecturers*

Simone Federman

Gwyneth Jones

Paul Sarvis

*Adjunct Lecturers*

Gretchen Berg

Elizabeth Townsend

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major.

## DANCE

The Dance curriculum provides a coherent course of study in dance history, theory, and criticism; choreography; and performance studies, including dance technique and repertory. The department's humanistic orientation emphasizes dance's relation to theater and the fine arts, as well as its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

### Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101, 120, and 130**, and four semesters of dance technique and/or repertory from the following: **Dance 111, 112, 211, 212, 311, and 312**. With approval, an independent study, **Dance 291** or **401**, may be substituted for a required course.



**Introductory, Intermediate, and Advanced Courses****101c. Making Dances: Improvisation and Composition.** Every year.

Fall 1996. Ms. VAIL.

Explores ways of choreographing dances and multimedia performance works for all students, regardless of previous experience, with emphasis on improvisation and structuring time, space, and dynamics. Examines various choreographic methods that correspond to compositional practices in writing, drawing, composing, and other art forms, revealing broader applications of creative process. In addition to making three individual or group pieces and a final project, student choreographers work with visiting professionals and attend live performances. Includes reading, writing, discussion, and videos. Enrollment limited to 15 students.

**120c. Introduction to Dance: Topics in Dance History.** Every other year.**Five American Originals.** Spring 1998. Ms. VAIL.

Focuses on five acclaimed and controversial twentieth century choreographers. Students analyze their widely differing aesthetic goals, political stances, and popular and critical reception. Also explores the artists' signature styles, combining movement with reading, viewing, writing, and discussion. Students will devise a project including research and performance components on an innovative American choreographer of their choice. Choreographers from past courses have included—among others—Isadora Duncan, Doris Humphrey, Fred Astaire, Merce Cunningham, and Bill T. Jones.

**130c. Cultural Choreographies: Dance and Society.** Every other year.

Spring 1997. Ms. VAIL.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. We explore how dance and movement, in our own and other societies, reveal information about cultural norms and values, including gender roles, religious beliefs, personal identity, and conceptions of the body; and how anthropological methods can illuminate one's own experience of the body, movement, and dance.

Examines dance and movement forms from different cultures and epochs (for example, the hula, the jitterbug, classical Indian dance, Balkan kolos, postmodern dance) through readings, video assignments, workshops, and live performances.

**291c–294c. Intermediate Independent Study in Dance.** Ms. VAIL.**401c–404c. Advanced Independent Study and Honors in Dance.** Ms. VAIL.

### Performance Studies in Dance

The foundation for performance studies classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses principally on an inventive, unrestricted approach to movement. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates. Courses in ballet and jazz technique are also offered when possible.

Performance studies courses (111, 211, 311; and 112, 212, 312) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (111, 211, 311) and a repertory course (112, 212, 312) in the same semester for *one full academic course credit*. Attendance at all classes is required. Grading is Credit/Fail.

Instructors for 1996–97: Gwyneth Jones and Paul Sarvis.

#### 111c. Introductory Dance Technique. Every semester. THE DEPARTMENT.

Classes in modern dance and ballet technique include basic exercises to develop dance skills such as balance and musicality; more challenging movement combinations and longer dance sequences build on these exercises. In the process of focusing on the craft of dancing, students are also encouraged to develop their own style. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. One-half credit.

#### 112c. Introductory Repertory and Performance. Every semester. THE DEPARTMENT.

Repertory students are required to take **Dance 111** concurrently, unless exempted by the instructor.

Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of important historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show and the annual Spring Performance in Pickard Theater, and Museum Pieces at the Walker Art Building in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. Enrollment limited to 12 students. One-half credit.

#### 211c. Intermediate Dance Technique. Every semester. THE DEPARTMENT.

A continuation of the processes introduced in **Dance 111**. One-half credit.

Prerequisite: Permission of the instructor.

#### 212c. Intermediate Repertory and Performance. Every semester. THE DEPARTMENT.

Intermediate repertory students are required to take **Dance 211** concurrently, unless exempted by the instructor. A continuation of the principles and requirement introduced in **Dance 112**. Enrollment is limited to 12 students. One-half credit.

Prerequisite: Permission of the instructor.

**311c. Intermediate/Advanced Dance Technique.** Spring 1997. THE DEPARTMENT.

A continuation of the processes introduced in **Dance 211**. One-half credit.  
Prerequisite: Permission of the instructor.

**312c. Intermediate/Advanced Repertory and Performance.** Spring 1997. THE DEPARTMENT.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently, unless exempted by the instructor. A continuation of the principles and requirement introduced in **Dance 212**. Enrollment is limited to 12 students. One-half credit.

Prerequisite: Permission of the instructor.

## THEATER

The Theater curriculum emphasizes the creation and presentation of theatrical performance, studied through theory, cultural and historical perspective, and most centrally, through experiential study of different areas of theater practice and direct participation in creative endeavor. Within the Department of Theater and Dance, theater courses encourage the study of theater's relation to dance and other arts, as well as its fundamental connection to the broad liberal arts curriculum. The program's goals include theater literacy, specific training in theater and related forms, an appreciation of the act of live performance, and a first-hand understanding of theater as a rigorous means of exploring the relationship between the individual and the community.

### Requirements for the Minor in Theater

The minor consists of five courses: **Theater 101 or 102; 120; 130 or 270 or 360;** an additional course in Theater; and an additional course in Theater or Dance. At least one of the Theater courses must be above the 100 level. Students minoring in theater are also expected to do run-of-show work on at least one departmental theater production.

### Introductory, Intermediate, and Advanced Courses

**101c. Making Theater.** Spring 1998. MR. KRAMER.

An introduction to the activity of Western theater. The course begins with consideration of theater as an art form. Students examine and question selected theories of performance, learn to analyze the visual elements of theater, and explore the process of transforming written text into performance.

**102c,d. Theater and Cultures.** Spring 1997. MR. KRAMER.

A study of the relationship between theater and society. This course is organized around the theater practices of different times and places and the cultural significance of those practices. The course gives significant attention to both Western and non-Eurocentric theater. Students explore questions regarding who participates in theater and in what settings, with special attention to issues of gender and social position. Plays studied are chosen as points of entry into the theater of different cultures and periods.

**120c. Acting I.** Every semester. Fall 1996. MR. KRAMER. Spring 1997.

Ms. FEDERMAN.

An introductory course in acting. Students will learn to analyze dramatic texts from an actor's point of view, to identify and play objectives and actions in a scene, and to construct a journey through a play. Students will also explore the physical expression of dramatic event. The course offers a means for actors to create real interaction, to do instead of pretending to do, and at the same time to give primacy to the experience of the audience. Enrollment limited to 16 students.

**130c. Introduction to Design for the Performing Arts.** Fall 1996. MS. TOWNSEND.

An introductory course in the fundamental issues and materials of design. Students study how to analyze a script, dance, or other performance piece from a designer's point of view, and how to develop visual metaphor to create the world of the performance. Students may also approach sound as an aspect of design. Students explore how to communicate their ideas to collaborators and how to employ materials in realizing their designs. Enrollment limited to 20 students.

**140c. Performance Art.** Spring 1997. Ms. BERG.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. Enrollment limited to 20 students.

**220c. Acting II.** Fall 1996. Ms. FEDERMAN.

An intermediate course extending the work of Acting I. The course focuses on the actor's use of both verbal and physical means to create theatrical life. Special attention is given to ways the actor's body can be used as a vehicle for the exploration of text and of dramatic event. Through exercises and work on scenes and plays, students will seek means by which the physical and the verbal can be linked. Enrollment limited to 16 students.

Prerequisite: **Theater 120.**

**250c. Classical Theater in Performance.** Spring 1998. MR. KRAMER.

An acting course with emphasis on the theatrical use of verse and heightened language, the understanding of the cultures from which classical texts spring, and the creation of contemporary theatrical production from those texts. The course manifests in a workshop production of a classical play. Plays may be chosen from classical Greek, Elizabethan, French neo-classical, Spanish golden age, Restoration, or other classical theater traditions. Students must submit a final portfolio including dramaturgical research and a rehearsal journal. Enrollment limited to 16 students.

Prerequisite: **Theater 120.**

**270c. Directing.** Spring 1997. MR. KRAMER.

This course investigates, from the director's point of view, the creation of theater from dramatic texts. Issues studied include conceiving a production, script analysis, staging, and casting and rehearsing with actors. Some attention is also paid to collaboration with designers and directing original work. Students direct scenes, research directing history projects, and study directing theories and techniques. Students complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. Enrollment limited to 12 students.

Prerequisite: A 100-level course in Theater or **Dance 130**, or permission of the instructor.

**360c. Playwriting.** Fall 1996. MS. WONG.

A workshop in writing for the stage. The course includes exercises in monologue, dialogue, and the scene unit, then moves to the writing and revising of a short play. Students study selected plays by writers past and present, considering how playwrights use speech, silence, and gesture; how they structure plays; and how they approach character and plot. The course also considers the various means by which new plays are developed. This course can be considered as a creative writing course for the English major. Enrollment limited to 16 students.

Prerequisite: Permission of the instructor.

**291c–294c. Intermediate Independent Study in Theater.** THE DEPARTMENT.**401c–404c. Advanced Independent Study and Honors in Theater.** THE DEPARTMENT.

## Women's Studies

Administered by the Women's Studies Program Committee;

Jane E. Knox-Voina, *Program Director*

(See committee list, page 277.)

*Joint Appointment with Sociology*

Assistant Professor Carol E. Cohn

*Lecturer*

Lisa G. Collins

Women's studies is an interdisciplinary program that incorporates into the curriculum recent research on women and gender. Courses in women's studies investigate the experiences of women in light of the social construction of gender and its meaning, or symbolic embeddedness, in human cultures, along with its institutionalized function as a division of inequality and dominance. In this way, women's studies explores the realities and meanings of women's lives in many cultures and historical periods.

### **Requirements for the Major in Women's Studies**

The major consists of ten courses, including three required core courses and seven cross-listed women's studies courses, four of which must constitute a focused methodological and thematic concentration.

The core courses, which are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought, are **Women's Studies 101, 201, and 300**, the upper-level capstone course.

A student who declares a women's studies major also will design, in consultation with the director, a four-course concentration in which the student uses the methodologies and perspectives of related disciplines to develop a focused expertise in gender analysis. For example, a student might choose a concentration in literature and gender analysis, or in the historical development of gender relations and the cultural representation of gender. The student will take three additional cross-listed women's studies courses outside of the concentration that explore other methodologies, themes, or questions of gender, thus allowing the student to gain multidisciplinary breadth.

### **Requirements for the Minor**

The minor consists of **Women's Studies 101**, normally taken in the first or second year, and four additional courses. To ensure the interdisciplinary nature of the minor, three of these courses must be outside the student's major department, and one must be outside the division of the major.

### **First-Year Seminars**

For a full description of the following first-year seminars, see page 117.

**15b. Juggling Gender.** Fall 1996. Ms. COHN.

(Same as **Sociology 15.**)

**16b. Sociology of Gender and the Military.** Fall 1997. Ms. COHN.

(Same as **Sociology 16.**)

### **Introductory, Intermediate, and Advanced Courses**

**101. Introduction to Women's Studies.** Spring 1997. Ms. COHN.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. The course explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

**201. Feminist Theory and Methodology.** Fall 1996. Ms. COHN.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. This course examines that

tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Women's Studies 101** or permission of the instructor.

**300. Advanced Seminar.** Spring 1997. Ms. COHN.

Examines current social and political issues using the perspectives and methods of women's studies and the analytic frameworks of feminist theory. Emphasis is on both applying and extending theory in analyzing complex societal problems. Enrollment limited to 15 students. Preference is given to senior women's studies majors or minors.

Prerequisites: Three courses in women's studies, including **101** and **201**, or permission of the instructor.

**390. Reform, Revolution, or Transformation: Perspectives Drawn from Sexual, Racial, and Environmental Politics.** Fall 1997. MR. RENSENBRINK.

This interdisciplinary seminar investigates the philosophic and political claims made by contemporary social movements for women, people of color, gays and lesbians, and the environment. Such problems as identity politics, political correctness, the public/private split, the gap between nature and humanity, and the meaning of difference are explored. Special emphasis is given to the relation of these movements to the common good. The common good is treated both as a possible standard of political unity and as a challenge to reformist, revolutionary, or transformational action.

Course work includes lectures, class discussion, reports, essays, and papers. Enrollment limited to 15 students. Preference given to junior and senior majors. (Same as **Africana Studies 390** and **Environmental Studies 390**.)

**291-294. Intermediate Independent Study.**

**401-404. Advanced Independent Study and Honors.**

## CROSS LISTINGS

Cross listings are courses offered by various departments that can be used to satisfy requirements for the major in women's studies. For full course descriptions and prerequisites, see the appropriate department listings.

### *Africana Studies*

**264c,d. Islamic Societies in Africa.** Fall 1996. MR. STAKEMAN.

### *Anthropology*

**234b,d. Women, Power, and Identity in India.** Spring 1997. Ms. DICKEY.

### *Art*

**334c. Women Visionaries and the Visual Arts.** Fall 1996. MS. WEGNER.

### *Biology*

**[54a. Concepts in Ecology and Evolutionary Biology.]**



*Classics*

**221c. Women in the Life and Literature of Classical Antiquity.** Spring 1998.  
Ms. BOYD.

**223c. Family and Society in Ancient Rome.** Fall 1997. Ms. BOYD.

*Economics*

**217b. The Economics of Population.** Spring 1997. Ms. DEGRAFF.

**301b. The Economics of the Family.** Fall 1996 or Spring 1997. Ms. CONNELLY.

*Education*

**202c. Education and Biography.** Spring 1997. Ms. MARTIN.

*English*

**12c. Gender and Class in Hollywood Romantic Comedy, 1934–1986.** Fall 1996. MR. LITVAK.

**21c. Strange Cravings.** Spring 1997. MR. COLLINGS.

**240c. English Romanticism I: After Revolution.** Fall 1996. MR. COLLINGS.

**242c. Victorian Poetry and Prose.** Spring 1997. MR. LITVAK.

**252c. The Victorian Novel.** Spring 1998. MR. LITVAK.

**261c. Twentieth-Century British Fiction.** Spring 1998. Ms. REIZBAUM.

[271c. American Literature, 1860–1917.]

[275c,d. African-American Fiction.]

**282c. An Introduction to Literary Theory Through Popular Culture.** Every other year. Fall 1996. MR. LITVAK.

**300c. Literary Theory.** Fall 1997. MR. LITVAK.

**327c. Jane Austen.** Fall 1996. Ms. KIBBIE.

*History*

**11c. Women in Britain and America: 1750–1920.** Fall 1997. Ms. McMAHON.

**228c. Medicine, Public Health, and History.** Spring 1997. Ms. TANANBAUM.

**246c. Women in American History, 1600–1900.** Spring 1997. Ms. McMAHON.

**248c. Family and Community in American History.** Fall 1997. Ms. McMAHON.

**264c,d. Islamic Societies in Africa.** Fall 1996. MR. STAKEMAN.

**322c. Race, Gender, and Ethnicity in British Society.** Spring 1998.  
Ms. TANANBAUM.

**331c. A History of Women's Voices in America.** Spring 1998. Ms. McMAHON.

*Music*

**210c. Topics in Jazz History: The Great Women Singers.** Fall 1997.  
MR. MCCALLA.

*Philosophy*

**224c. Feminism and Philosophy.** Spring 1997. Ms. CONLY.  
**[238c. Feminism and Liberalism.]**

*Religion*

**10c. Adam and Eve and the Moral of the Story.** Spring 1997. Ms. MAKARUSHKA.  
**205c. The Bible and Liberationist Thought.** Fall 1996. Mr. LONG.  
**249c. Western Religious Thought.** Fall 1996. Ms. MAKARUSHKA.  
**250c. Western Religion and Its Critics.** Spring 1997. Ms. MAKARUSHKA.  
**390c. Word and Image.** Fall 1996. Ms. Makarushka.

*Romance Languages*

**French 319c. French Women Writers.** Fall 1996. Ms. OLLIER.

*Russian*

**20c. The Great Soviet Experiment through Film.** Fall 1996. Ms. KNOX-VOINA.  
**221c. Russian Culture through Visual Media: The Great Soviet Experiment.**  
 Every other spring. Spring 1998. Ms. KNOX-VOINA.  
**222c. Topics Course: Women in Russian Society and Culture.** Every other  
 fall. Fall 1997. Ms. KNOX-VOINA.  
**306c. Topics Course: Siberian and Non-Russian Literature of the Former  
 Soviet Union.** Spring 1998. Ms. KNOX-VOINA.

*Sociology*

**11b. Sociology of Everyday Life.** Fall 1996. Mr. HENSON.  
**15b. Juggling Gender.** Fall 1996. Ms. COHN.  
**16b. Sociology of Gender and the Military.** Fall 1997. Ms. COHN.  
**204b. Families: A Comparative Perspective.** Spring 1997. Ms. RILEY.  
**210b. Men, Women, and Work.** Spring 1997. Mr. HENSON.  
**219b. Sociology of Gender.** Fall 1996. Mr. HENSON.  
**222b. Introduction to Human Population.** Spring 1998. Ms. RILEY.  
**251b. Sociology of Health and Illness.** Fall 1997. Ms. BELL.  
**252b. Sociology of Chronic Illness and Disability.** Fall 1996. Ms. BELL.  
**253b. Constructions of the Body.** Spring 1998. Ms. BELL.  
**[260b. Gender and the Military.]**

*Theater and Dance*

**Dance 130c. Cultural Choreographies: Dance and Society.** Every other year.  
 Spring 1997. Ms. VAIL.

# Educational Resources and Facilities

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## HAWTHORNE-LONGFELLOW LIBRARY

Historically, the Hawthorne-Longfellow Library has been one of the most distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. More recently, with the advent of the information age, the library's continuously growing treasury of traditional print material has been enriched by a multitude of computerized services providing access to a wealth of information resources located on campus, in libraries around the world, or on electronic information networks. The library's book collections, which exceed 855,000 volumes, bound periodicals, and newspapers, have been built up over a period of 200 years and include an unusually large proportion of notable items. The library's collection also includes 2,240 current periodical and newspaper subscriptions, over 107,000 bound periodical volumes, 40,000 maps, over 10,000 photographs, more than 2,300 linear feet of manuscript items, and over 2,400 linear feet of archival materials. Over 13,000 volumes are added annually.

The library serves as the intellectual heart of the campus, offering vast print collections and a rapidly evolving array of electronic information databases, as well as an instructional program in their use. The on-line catalog, accessible from all campus buildings, and the Library's World Wide Web home page serve as central access points to Bowdoin library holdings and to electronic resources. The catalog provides connections to the catalog holdings of the Colby and Bates college libraries and those of the campuses of the University of Maine, to a selection of periodical indexes in a broad range of disciplines, and to other library catalogs, campus-wide information systems, and databases available on the Internet. The library Web page links users to nearly 20 full text electronic journals, Britannica Online, and a wide assortment of text and graphic-based Web resources. Librarians and faculty members work closely together to incorporate information literacy skills and use of library and electronic resources throughout the curriculum. Librarians also provide Internet skill classes. In 1994, a 15-station student computer laboratory and an electronic classroom for instruction in on-line and CD-ROM resources and various general purpose and instructional software were created on the lower level of the library.

The majority of the collection is housed in Hawthorne-Longfellow Library. The Library also boasts four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center in Sills Hall. The Hawthorne-Longfellow Library building was opened in the fall of 1965. In 1985 it was expanded to connect to Hubbard Hall, which contains five stack tiers topped by the Albert Abrahamson Reading Room, a bright, modern study space. Further remodeling and refurbishing to

reflect a renewed emphasis on service and to champion both the book and the computer as information resources occurred in 1993–94. Planning currently underway to renovate and expand the library will provide additional student study spaces and increased network access.

At the main entrance, a bookcase-lined alcove offers new titles, works by Bowdoin authors, and other selections from the library's collections, as well as a small children's corner for very young visitors and an audio book collection. The entrance level of the building also contains those services of most immediate use to library users: the circulation/reserve desk, the reference desk, a bank of computer catalog stations, reference books and bibliographies, growing numbers of CD-ROM databases, video viewing stations, current newspapers and periodicals, periodical indexes, the microforms collection, and two reading areas. Bowdoin's extensive collection of bound periodicals, its collections of United States and State of Maine government documents, the computer laboratory, and the electronic classroom are housed on the lower level.

Special features of the second floor are an exhibit area and the President Franklin Pierce Reading Room, which is informally furnished and gives a broad view across campus through floor-to-ceiling windows. The third floor houses the Special Collections and Archives suite. This includes a climate-controlled storage area for rare books and manuscripts, archives related to the history of the College, the Senator George J. Mitchell collection, and a reading room.

The first books that belonged to the library—a set of the Count Marsigli's *Danubius Pannonica-Mysicus*, given to the College in 1796 by General Henry Knox (who had been a bookseller in Boston before he achieved fame as George Washington's chief ordnance officer)—are still a part of its collections. In the early decades of the nineteenth century, Bowdoin's library, largely because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine, was one of the largest in the nation. Today, the library remains one of the outstanding college libraries of the country.

The collections of the library are strong in all curricular areas. There is special strength in documentary publications relating to both British and American history, books relating to exploration and the Arctic regions, seventeenth-through nineteenth-century French literature, eighteenth- through early twentieth-century American literature, books by and about Carlyle, books and pamphlets about Maine, Civil War material, and books and pamphlets on World War I and on the history of much of middle Europe in this century, and on the literary history of pre-twentieth-century France.

In addition to its strong and diverse collections, the library provides several services, many employing the use of electronic technology, to extend access to resources not held locally. Reference librarians provide an active instruction program, training students to search remote on-line indexes, the World Wide Web, and full-text database services that supplement use of the library's own collections. Through an active interlibrary loan program, daily delivery of materials from the library collections of Colby and Bates Colleges, and from other

libraries throughout the country and the world, is provided. Interlibrary loan services incorporate use of Ariel, a high-speed, high-resolution electronic document delivery service that utilizes facsimile and digital transmission over the Internet.

The books, manuscripts, and historic records in Bowdoin's Special Collections and Archives are available for use by scholars and serve an important function in introducing undergraduates—in their research projects and other independent work—to the variety of materials they can expect to work with if they go on to graduate work.

Special collections in the Hawthorne-Longfellow Library include extensive book, manuscript, and other materials by and about both Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books and pamphlets collected by Governor James Bowdoin II; the private library of James Bowdoin III; an extensive collection of late-eighteenth- and early-nineteenth-century books (particularly in the sciences) collected by Maine's Vaughan family; books, periodicals, and pamphlets of the French Revolution period; the monumental eighteenth-century *Encyclopédie* of Diderot; the elephant-folio edition of John James Audubon's *Ornithological Biography* (his "Birds of America"), E. S. Curtis's *The North American Indian*; Jacques-Paul Migne's *Patrologiae*; a broad representation of the items published in the District of Maine and in the state during the first decade of its statehood; and the books printed by three distinguished Maine presses: the Mosher Press, the Southworth Press, and the Anthoensen Press. Also to be found in Special Collections is the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other memorabilia about slavery, abolitionism, and Afro-American life in Maine.

Special Collections also contains records, papers, and memorabilia of Ralph Owen Brewster '09, Governor of Maine, member of the United States House of Representatives from 1934–41, and United States Senator from 1941–1952.

The papers of Senator George J. Mitchell '54, retired Senate majority leader, were a recent gift to the library and are currently being processed.

Other outstanding manuscripts in Special Collections are the collections of the papers of General Oliver Otis Howard, director of the Freedmen's Bureau, which helped blacks after the Civil War, and founder of Howard University and some 70 educational institutions for blacks; of Senator William Pitt Fessenden; and of Professors Parker Cleaveland, Alpheus S. Packard, Henry Johnson, and Stanley Perkins Chase; collections of varying extent of most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; manuscripts by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Charles Stephens, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Pullen, and Francis Russell.

Special collections also include the Bliss collection of books on travel, French and British architecture, and the history of art and architecture that are housed in the Susan Dwight Bliss Room in Hubbard Hall. Many of these books have

exquisite bindings. The books in this room and the room itself (with its Renaissance ceiling that once graced a Neapolitan palazzo) were the gift of Miss Bliss in 1945.

In 1993, through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation, the Bowdoin College Archives was established in space adjacent to Special Collections. Bowdoin's proud 200-year history is among its many strengths. A repository for two centuries of College records and memorabilia, the Archives serves as a vital information center for the campus and the larger scholarly community. The Archives is in the forefront of efforts to employ electronic technology to provide access to collections through the library catalog and the World Wide Web. Students are encouraged to incorporate archival material into their research.

The Hatch Science Library, opened in the spring of 1991, offers science-related materials, including periodicals, microforms, maps, government documents, indexes in paper and electronic format, on-line database searching, and a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The William Pierce Art Library and the Robert Beckwith Music Library, small departmental collections in art and music, are housed adjacent to the offices of the departments. The glass-wrapped Art Library looks out over the campus green. The Music Library, which was renovated and expanded in 1994, offers a handsome study room with listening stations and computerized indexes, as well as scores, recordings, and books.

Library operations and the development of its collections and services are supported by the general funds of the College and by gifts from alumni and other friends of the library and the College. The income of more than a hundred gifts to the College as endowment is directed to the use of the library. The library annually receives generous gifts of both books and funds for the immediate purchase of books, electronic resources, and other library materials. Gifts of books, manuscripts, and family records and correspondence relating to the history of the College and its alumni are especially welcome.

## **INSTRUCTIONAL MEDIA SERVICES**

Instructional Media Services, an administrative unit of the Library, coordinates the services of the Language Media Center and Audio Visual Services to support academic and administrative programs.

The Language Media Center, in the basement of Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages. The center houses a major part of the Library collection of audiovisual materials, with special strength in the areas of foreign culture and film. It is equipped with a twelve-station Tandberg audio-active language laboratory; twenty video moni-

tors and players for individual viewing of videodiscs and all international standards of videocassettes; and six networked Macintosh computers with a variety of language-instructional software. A connected room with a large-screen monitor accommodates up to 30 people for group viewing of video recordings and teleconferences. Foreign-language broadcasts received by seven satellite dishes are directed to the lobby of the Language Media Center and to classrooms and faculty offices in Sills Hall. A gift from the Andrew W. Mellon Foundation to the foreign language departments of Bowdoin, Bates, and Colby Colleges will support the joint development of new multimedia computing and faculty development centers to be housed in each institution's foreign language resource center.

Audio Visual Services, housed in Coles Tower, primarily supports the academic program through audio and video taping and editing, and assistance with the development of instructional and presentation materials. Support also is provided for a wide range of co-curricular activities.

## **COMPUTING AND INFORMATION SERVICES**

Computing and Information Services (CIS) provides effective and efficient, high-quality technology services to all members of the College community. To meet this challenge, CIS is divided into four interleaved groups. The telecommunications group delivers a complete suite of telephone services. The systems and communications group is responsible for the data network and central hardware and software services. The administrative computing group develops and maintains applications that populate and query a central database of College financial and student data. The academic computing/user services group provides direct end-user documentation, training, and support for the entire College community.

CIS has several central systems dedicated to academic research and instruction. These systems typically run a variant of a Unix operating system and provide e-mail services, statistical analysis tools, Internet access including access to the World Wide Web, and other global services. All students are given an account with full e-mail capabilities and Internet access. CIS maintains several public computer labs for use by any member of the College community. Both Macintosh and PC environments are supported. Lab machines include a wide assortment of popular software and are connected to the College-wide network and the Internet.

The College's voice and data network permits students to connect to the central network services from many dormitory rooms. Basic and discounted long-distance service is available to students living in College residence halls. In addition, voice mail accounts are available.



## BOWDOIN COLLEGE MUSEUM OF ART

An art collection has existed at Bowdoin almost since the founding of the College. It came into existence through the 1811 bequest of James Bowdoin III and was one of the earliest to be formed in the United States. Bowdoin's gift consisted of two portfolios containing 141 old master drawings, among which was a superb landscape attributed to Pieter Bruegel the Elder, and 70 paintings. A group of Bowdoin family portraits was bequeathed in 1826 by James Bowdoin III's widow, Sarah Bowdoin Dearborn. Through the years, the collection has been expanded through the generosity of alumni, College friends, and members of the Bowdoin family, and now numbers 13,000 art objects.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker of Boston, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, were commissioned to decorate the museum's rotunda.

The museum holds an important collection of American colonial and federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is the full-length likeness of Brigadier General Samuel Waldo, generally regarded as the finest American portrait of the first half of the eighteenth century. The nine paintings by Gilbert Stuart include pendant portraits of Thomas Jefferson and James Madison. *Colonial and Federal Portraits at Bowdoin College*, published in 1966, describes this collection in detail.

The College's collection of ancient art contains sculpture, vases, terra cottas, bronzes, gems, coins, and glass of all phases of the ancient world. The most notable benefactor in this area was Edward Perry Warren, L.H.D. '26, the leading American collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, an acquisition facilitated for the College by Henri Byron Haskell M1855, are installed in the museum's rotunda. *Ancient Art in Bowdoin College*, published in 1964, describes these holdings.

The College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a large collection of medals and plaquettes presented by Amanda Marchesa Molinari; a fine group of European and American pictures and decorative arts given by John H. Halford '07 and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner, LL.D. '45, and Mrs. Gardiner; and a collection of nineteen paintings and 168 prints by John Sloan bequeathed by George Otis Hamlin.

The College's Winslow Homer Collection comprises paintings, drawings, prints, and memorabilia pertaining to the artist's career. The first painting by Homer to enter the museum, a watercolor entitled *The End of the Hunt*, was contributed by the Walker sisters from their personal collection. In the fall of 1964, a gift from the Homer family brought to Bowdoin the major portion of the memorabilia remaining in the artist's studio at Prout's Neck, letters written over a period of many years to members of his family, and photographs of friends, family, and Prout's Neck. A large collection of woodcuts was later purchased to augment these holdings and to create a center for the scholarly study of the life and career of this important American artist.

In the late 1960s and early 1970s, the museum acquired through gift and purchase a survey collection of paintings, drawings, and prints by the American artist and illustrator Rockwell Kent.

The permanent collections also contain fine examples of the work of such nineteenth-century and twentieth-century American artists as Martin Johnson Heade, Eastman Johnson, George Inness, Thomas Eakins, John Singer Sargent, William Glackens, Marsden Hartley, Jack Tworckov, Arshile Gorky, Franz Kline, Andrew Wyeth, D.F.A. '70, Leonard Baskin, and Alex Katz.

In 1982, the museum published the *Handbook of the Collections*, dedicated to the memory of John H. Halford '07. In 1985, a comprehensive catalogue of the College's permanent collection of old master drawings was published. *The Architecture of Bowdoin College*, an illustrated guide to the campus by Patricia McGraw Anderson, was published in 1988.

During 1993–94, the Museum of Art commemorated the bicentennial of Bowdoin College and the centennial of the Walker Art Building with the publication of a book entitled *The Legacy of James Bowdoin III* and a series of major exhibitions. The book includes scholarly essays on the career and collections of the College's first patron, who was a merchant, agriculturalist, politician, and President Jefferson's minister to Spain. Additional essays discuss the campus life of the art collections left by James Bowdoin to the College, the intellectual foundations of the American college museum, the commission for the art building given by the sisters Harriet Sarah and Mary Sophia Walker in memory of their uncle Theophilus Wheeler Walker, and Walker family history. The series of year-long exhibitions focused on the principal donors, James Bowdoin and the Walker sisters; the quality and variety of the museum's permanent collection; and the present strength of the College's art department.

In addition to exhibitions of the permanent collections, the museum schedules an active program of temporary exhibitions of art lent by institutions and private collectors throughout the United States. Recent exhibitions include *From Dürer to Picasso: Five Centuries of Master Prints from a Private Collection*; *Katherine Porter: Paintings/Drawings*; *The Here and the Hereafter: Images of Paradise in Islamic Art*; *From Studio to Studiolo: Florentine Draftsmanship under the First Medici Grand Dukes*; *Holocaust: The Presence of the Past*; *Vinalhaven at Bowdoin: One Press, Multiple Impressions*; *Art's Lament: Creativity in the Face*

*of Death; Collecting for a College: Gifts from David P. Becker; and Bowdoin Photographers: Liberal Arts Lens.*

The College lends art objects in the custody of the museum to other institutions throughout the United States and, occasionally, to institutions abroad. The museum also sponsors educational programs including gallery talks and lectures that relate to the permanent collections and complement temporary exhibitions.

Members of the Association of Bowdoin Friends, a campus support group, have access to a wide variety of activities and programs sponsored by the museum. Another vital support group of 54 volunteers conducts tours and assists the museum staff with clerical activities and educational programs. The museum was awarded two three-year Andrew W. Mellon Foundation grants that support year-long internships at the museum for recent art history graduates. The Mellon project also encourages use of the art collections in courses at the College.

The amount of space in the Walker Art Building more than doubled in 1976 following extensive renovation designed by Edward Larrabee Barnes. Two galleries for exhibiting the museum's permanent collection and two temporary exhibition galleries were added on the lower level. One of the new galleries was dedicated to the memory of John H. Halford '07; another, in memory of John A. and Helen P. Becker. In 1993, the Winslow Homer Seminar Room was established at the request of students for closer study and examination of works of art normally in storage. During the academic year, this space is used actively by faculty and students for course work and/or independent research projects.

### THE PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin*, a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, and artifacts and drawings made by Inuit and Indians of Arctic North America. The museum has large collections of ethnographic photographs and films recording

past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's exhibitions were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College, the Kane Lodge Foundation, and the Russell and Janet Doubleday Foundation have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts traveling exhibitions, lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

## **RESEARCH, TEACHING, AND CONFERENCE FACILITIES**

### **The Bowdoin Pines**

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 125 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. Plans are underway to improve the system of trails within the Pines, making the site more accessible to students and community members.

### **Bowdoin Scientific Station**

The College maintains a scientific field station at Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller.

Kent Island is a major seabird breeding ground. Its location makes it a

concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. It also features a variety of terrestrial habitats.

No formal courses are offered at the station, but students from Bowdoin and other institutions are encouraged to select problems for investigation at Kent Island during the summer and to conduct independent field work with the advice and assistance of the Director, Associate Professor Nathaniel Wheelwright. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Field trips of short duration to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

### **Breckinridge Public Affairs Center**

The Breckinridge Public Affairs Center is a 23-acre estate on the tidal York River in southern Maine. The center includes a 25-room main house, a clay tennis court, and a 110-foot, circular, saltwater swimming pool. Owned and operated by Bowdoin College, the center is used for classes, seminars, and meetings of educational, cultural, and civic groups. Business and professional organizations also use the facility for planning sessions and staff development activities. River House, which accommodates 19 overnight guests, was designed by Guy Lowell in 1905 and is on the National Register of Historic Places. The estate was given to Bowdoin in 1974 by Marvin Breckinridge Patterson, whose husband was the Honorable Jefferson Patterson of St. Leonard, Maryland. Named in honor of Mrs. Patterson's family, the estate is available for use April 1 through July 25, and September 17 through Thanksgiving, each year.

### **Coastal Studies Center**

The Coastal Studies Center occupies a 118-acre coastal site about eight miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in marine biology, terrestrial ecology, ornithology and geology, and will include laboratories for both marine and terrestrial studies. Its facilities will play an active role in Bowdoin's programs in biology, environmental studies, and geology. In addition, the centrally-located farmhouse will provide seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and new-growth forest. The Center was established through an endowment gift in 1995 and is expected to be completed by 1997.

## Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

## LECTURESHIPS

The regular instruction of the College is supplemented each year by ten or twelve major lectures, in addition to lectures, panel discussions, and other presentations sponsored by the various departments of study and undergraduate organizations. These funds are administered by the Lectures and Concerts Committee and relevant departments.

*John Warren Achorn Lectureship (1928):* The income of a fund established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879, is used for lectures on birds and bird life.

*Charles F. Adams Lectureship (1978):* The income of a fund established by the bequest of Charles F. Adams '12 is used to support a lectureship in political science and education.

*Beecher-Stowe Family Memorial Fund (1994):* The income of a fund established as a memorial to Harriet Beecher Stowe, author of *Uncle Tom's Cabin*; her husband, Calvin Ellis Stowe (Class of 1824), Elizabeth Collins Professor of Natural and Revealed Religion at the College from 1850 to 1852; and her brother, Charles Beecher (Class of 1834), by Harold Beecher Noyes, great-grandson of Charles Beecher, is used to support a lectureship addressed to "human rights and/or the social and religious significance of parables."

*Tom Cassidy Lectureship (1991):* The income of a fund established by the bequest of Thomas J. Cassidy '72 is used to support a lectureship in journalism.

*Dan E. Christie Mathematics Lecture Fund (1976):* Established by family, friends, colleagues, and former students in memory of Dan E. Christie '37, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, this fund is used to sponsor lectures under the auspices of the Department of Mathematics.

*Annie Talbot Cole Lectureship (1907):* This fund, established by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole, is used to sponsor a lectureship that contributes "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."



*John C. Donovan Lecture Fund (1990)*: Established by colleagues, friends, and members of the Donovan family, through the leadership of Shepard Lee '47, this fund is used to support a lecture in the field of political science under the sponsorship of the Department of Government.

*Elliott Oceanographic Fund (1973)*: Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a lifelong interest in science and the sea, this fund promotes oceanographic education, in its widest definition, for Bowdoin students. It is expected that at least part of the fund will be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971.

*Alfred E. Golz Lecture Fund (1986)*: Established by Ronald A. Golz '56 in memory of his father, this fund is used to support a lecture by an eminent historian or humanitarian to be scheduled close to the November 21 birthday of Alfred E. Golz.

*Cecil T. and Marion C. Holmes Mathematics Lecture Fund (1977)*: Established by friends, colleagues, and former students to honor Cecil T. Holmes, a member of the faculty for thirty-nine years and Wing Professor of Mathematics, this fund is used to provide lectures under the sponsorship of the Department of Mathematics.

*Kibbe Science Lecture Fund (1994)*: This fund, established by Frank W. Kibbe (Class of 1937) and his wife Lucy K. Kibbe, is used to support lectures by visiting scholars on "topics deemed to be 'on the cutting edge of' or associated with new developments or research findings in the fields of Astronomy or Geology."

*Lesbian and Gay Lectureship Fund (1992)*: Established by members of the Bowdoin Gay and Lesbian Alumni/ae Association, this fund is used to sponsor at least one lecture annually in the field of gay and lesbian studies.

*Mayhew Lecture Fund (1923)*: Established by Mrs. Calista S. Mayhew, this fund is used to provide lectures on bird life and its effect on forestry.

*Charles Weston Pickard Lecture Fund (1961)*: The income of a fund established by John Coleman '22 in memory of his grandfather, a member of the Class of 1857, is used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media."

*Kenneth V. Santagata Memorial Fund (1982)*: Established by family and friends of Kenneth V. Santagata '73, this fund is used to provide at least one lecture each year, rotating in the arts, humanities, and social sciences, with lecturers to be recognized authorities in their respective fields, to present new, novel, or nonconventional approaches to the designated topic in the specified category.



*Edith Lansing Koon Sills Lecture Fund (1962)*: This fund was established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College.

*The Harry Spindel Memorial Lectureship (1977)*: Established by the gift of Rosalyne Spindel Bernstein and Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning, this fund is used to support annual lectures in Judaic studies or contemporary Jewish affairs.

*The Jasper Jacob Stahl Lectureship in the Humanities (1970)*: Established by the bequest of Jasper Jacob Stahl '09, Litt.D. '60, this fund is used "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany."

*Tallman Lecture Fund (1928)*: Established by Frank G. Tallman, A.M. H'35, as a memorial to the Bowdoin members of his family, this fund is used to support a series of lectures to be delivered by men selected by the faculty. In addition to offering a course for undergraduates, the visiting professor on the Tallman Foundation gives public lectures on the subject of special interest.

## PERFORMING ARTS

### Music

Music performance at Bowdoin ranges from informal student repertory sessions to professional performances by visiting artists, and from solo recitals to large-scale performances for chorus and orchestra. Many ensembles, such as the Chamber Choir, Bowdoin Orchestra, College Chorus, and Concert Band, are part of the curricular program. Credit is also given for participation in the chamber ensembles. Other groups, such as the Polar Jazz Ensemble and Bowdoin Conga Drums, are sponsored by students.

The Chamber Choir is a select group of approximately twenty-five singers that performs a wide variety of choral and soloistic music. Its repertoire in the past few years includes Palestrina's *Missa Lauda Sion*, music of the African Diaspora, Jimi Hendrix, Handel's *Messiah* (with the Portland Symphony), and the music of Ecuador. Recent tours have taken the choir to Europe, Canada, New Orleans, and South America. The Bowdoin Chorus, which also tours, is a choral ensemble composed of students, faculty, staff, and community members. Recent performances by the Chorus include Brahms's *Liebeslieder Waltzes*, Rachmaninoff's *Liturgy of St. John Chrysostom*, Fauré's *Requiem*, and the music of Latin America.

The Bowdoin Orchestra is an auditioned ensemble also drawn from the community at large. Its performances include works from the standard repertoire, such as Mozart and Beethoven symphonies, as well as more unusual selections and premieres of new student compositions. The Concert Band often performs at campus ceremonies, such as James Bowdoin Day, and it also plays on-campus concerts of the standard repertoire and contemporary arrangements.

Both early music and contemporary music receive considerable emphasis at Bowdoin, and the music department recently won a national award for its support of American music. Early music is furthered through a collection of early instruments, such as violas da gamba, shawms, cornetti, and members of the lute family, as well as two harpsichords and a tracker-action organ, gift of Chester William Cooke III '57. Entire concerts are often devoted to a particular early-music repertoire, such as that of the sixteenth-century Spanish court. Recent visiting early-music artists include the Tallis Scholars, Musica Antiqua Köln, and harpsichordist Igor Kipnis.

There are also frequent visits by guest composers such as Karel Husa, Pauline Oliveros, George Crumb, and Thea Musgrave, and a biennial festival of contemporary choral music. Student compositions are often heard on campus. The performance of American music has included visits by professional jazz ensembles such as the Billy Taylor Trio and the production of Otto Luening's opera *Evangeline*.

Other visiting artists in recent years have included Eugenia Zukerman, the Los Angeles Piano Quartet, Joan Morris and William Bolcom, the Chinese Music Ensemble of New York, the Lydian String Quartet, and Kurt Ollmann. In addition to performing, the artists often teach master classes and hold discussions with students.

Bowdoin owns a collection of orchestral and band instruments and over twenty grand pianos available for use by students studying and performing music. Soloists and ensembles perform in a number of halls on campus, including Gibson Recital Hall, Kresge Auditorium, Pickard Theater, and the Chapel, which houses a forty-five-rank Austin organ. Private instruction in piano, organ, harpsichord, voice, guitar, and all the major orchestral instruments is available.

## **Theater and Dance**

### *Dance*

The dance component of the Department of Theater and Dance evolved from the Bowdoin Dance Program, which was founded in 1971 and soon developed an academic curriculum. Each year, the Bowdoin Dance Group, the student performing ensemble, presents an informal studio show in December and a major performance of student- and faculty-choreographed works in Pickard Theater in April. Students also perform at Parents' Weekend in the fall and in the Museum of Art in May. Performances are strongly linked to participation in technique,

repertory, and choreography classes, held in the dance studio at Sargent Gymnasium, but independent work is also presented.

A co-curricular, student-run performance group called VAGUE was founded in 1989. VAGUE (an acronym for "Very Ambitious Group Under Experiment") performs as part of Bowdoin Dance Group concerts and in other shows on and off campus. VAGUE's faculty advisor is the chair of the Department of Theater and Dance, and the group shares the department's dance studio on the third floor of Sargent Gymnasium.

The studio provides a light, airy space with a suspended wood floor for classes and rehearsals. Dance concerts are sometimes presented in the studio, in addition to Pickard Theater, Kresge Auditorium, and the Museum of Art, as well as in unconventional spaces such as the squash courts and outside on the Quad.

Besides student and faculty performances, the department sponsors visits by nationally known dance companies, choreographers, and critics for teaching residencies and performances. Student dancers have presented prize-winning pieces in the American College Dance Festival Association's annual festival and occasionally work with students from Bates and Colby Colleges on performances. The department has sponsored professional dance companies that range from baroque dance and ballet to tap, modern, and performance art.

A partial list includes, for baroque and ballet, the Berkshire Ballet, the Court Dance Company of New York, and the Ken Pierce Baroque Dance Company; for jazz and jazz-tap, Impulse Dance Company and the Copasetics; for modern forms, Alvin Ailey Repertory Ensemble, Johanna Boyce, Art Bridgman and Myrna Packer, Richard Bull Dance Company, Jim Coleman/Terese Freedman, Merce Cunningham, Douglas Dunn, Susan Foster, Irène Hultman, Pauline Koner, Meredith Monk, Mark Morris, Phoebe Neville, Wendy Perron, Pilobolus, Dana Reitz, Kei Takei, UMO Performance Ensemble, Doug Varone and Trisha Brown Company; and lectures by dance writers Susan Foster, Jill Johnston, Laura Shapiro, and Marcia B. Seigel. These professionals teach master classes and offer lecture-demonstrations as part of their visits to campus, and often are commissioned to create choreography especially for the Bowdoin dancers.

### *Theater*

The theater component of the Department of Theater and Dance evolved from the student performance group Masque and Gown, which was founded in 1903. In the mid-1990s an academic curriculum in theater was developed, combining courses and departmental productions, and Masque and Gown became an independent student organization with continued ties to the department.

The department annually presents numerous plays and events, directed or created by faculty and by students, ranging from new plays to performance art to Shakespeare. Recent departmental productions have included Elizabeth Egloff's *Phaedra*, Bertolt Brecht's *Good Person of Setzuan*, and a student-directed *The Taming of the Shrew*. In conjunction with the department's activities, visiting

artists present performance workshops and professional courses in a variety of areas. The department has sponsored several residencies and performances by artists such as Spalding Gray and Dan Hurlin (both Obie-award-winning performance and theater artists).

Memorial Hall, a striking gothic-style granite and stained glass memorial to Bowdoin's Civil War veterans, was completed in 1882 and houses the College's main performance spaces. Pickard Theater, the generous gift of Frederick William Pickard, LL.D., in 1955, includes a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. The G.H.Q. Playwrights' Theater, a 100-seat, flexible, laboratory theater is used to present a wide range of work by students and faculty. Memorial Hall also contains a scene shop, a costume shop, and classrooms for theater and dance.

Masque and Gown sponsors an annual, student-written, one-act play festival, a sixty-year-long tradition, partially underwritten by the generous gift of Hunter S. Frost '47. In addition to the one-act play festival, Masque and Gown presents one major production and numerous other plays throughout the year. An executive committee of undergraduates elected by its members consults with the group's academic advisor to determine the program for each year. The board organizes production work and takes responsibility for the club's publicity. Masque and Gown members work as actors, playwrights, directors, designers, builders, painters, electricians, stage hands, publicists, and producers.

## Student Life

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BOWDOIN COLLEGE encourages students to combine their scholarship in the classroom with experiences in a wide variety of co-curricular activities that foster the development of leadership and citizenship. Music, dance, and drama groups, student government, special interest groups, the Bowdoin Outing Club, and the Bowdoin Volunteer Program are among the many groups that provide opportunities for participation. Art exhibits, lectures, concerts, films, and theatrical productions contribute to the life of the College beyond the classroom. Twenty-nine varsity sports and five club sports are the focus of the Athletics Department, which also sponsors intramural athletics and oversees training facilities that are open to all students and staff.

### RESIDENTIAL LIFE

There is a wide variety of housing at Bowdoin, including traditional residence halls, Coles Tower, and theme houses and apartments. The College residences are designed to be an important part of the college experience. They are places for sleep, study, and conversation. But more important, the residences are communities that encourage students to learn about themselves and others.

First-year students are required to live in campus housing. All other students may choose to live in campus housing, in a fraternity, or in the neighboring communities. Students living in College housing (including the fraternities), with the exception of the apartments and a few designated houses, must choose either a full 19-meal board plan or a 14-meal plan that does not include breakfasts. Those living off campus and in the apartments may select from a variety of meal plans. Dining facilities include the newly renovated Moulton Union, Wentworth Hall, or fraternity dining rooms for members.

Campus housing is overseen by the director of residential life, who reports to the dean of student affairs. The director trains and supervises a 40-member student staff composed of proctors, resident assistants, and interns whose aim is to provide a climate conducive to intellectual and social life.

There are eight coeducational fraternities at Bowdoin. About 30 percent of Bowdoin students are fraternity members. Nearly 120 members reside in the houses, which are located adjacent to campus and are owned by alumni house corporations.

Religious activities at Bowdoin are organized by the students with the support of the Bowdoin and Brunswick communities. The Bowdoin Christian Fellowship, the Bowdoin Jewish Organization, the Canterbury Club, and the Catholic Students Union are active on the campus.

## CODES OF CONDUCT

Bowdoin College holds each student responsible for his or her behavior both in and out of the classroom. Students are also required to assure the same high standards from their guests. As students register for their first semester, they are asked to sign the Honor and Social Code pledge book. By signing, each student promises to abide by the Academic Honor Code and the Social Code that together form the basis for conduct at Bowdoin College.

The Academic Honor Code is based on the conviction that uncompromised intellectual inquiry lies at the heart of a liberal education. Academic dishonesty is antithetical to our institutional values. Students pledge neither to give nor to receive unacknowledged aid in any academic undertaking. It is each student's responsibility to become familiar with the code and with the guidelines in *Sources: Their Use and Acknowledgment*.

The Social Code describes the rights and responsibilities of Bowdoin students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of learning. The Social Code requires that students conduct themselves in accordance with local, state, and federal laws. It also protects the rights of all students to privacy and to full participation in the life of the College. Specific policies on illegal drugs, alcohol, sexual harassment, sexual assault, and computer use are found in the Student Handbook.

The success of the Academic Honor and Social Codes depends on the active commitment of all members of the community; please refer to the Student Handbook for the text of the Codes and for more specific information on the College's responses to violations.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are urged to refer their concerns to the appropriate dean. The College reserves the right to impose sanctions on students who violate these codes.

The Office of the Dean of Student Affairs is responsible for the administration of the disciplinary process. The Judicial Board shall review cases referred by the Dean's Office. In cases of Academic Honor Code violation, the Judicial Board decisions are final. In Social Code cases, the decision is a recommendation to the dean of student affairs. The appeals process is detailed in the Student Handbook.

## STUDENT GOVERNMENT

All students enrolled at the College are members of the Student Assembly.

The Executive Board of the Student Assembly consists of fifteen members, who appoint their officers for the academic year. To be eligible for election to the Executive Board, a candidate for office must present a petition signed by at least fifty students. Elections are held each spring and fall.

The Executive Board meets weekly and is charged with presenting student opinion to the administration; overseeing all chartered student organizations; maintaining standing committees, including the Student Judicial Board, which administers the Honor Code and the Social Code; filling student positions on faculty and Governing Board committees; and supervising class officer elections.

## **STUDENT SERVICES**

The College provides a variety of services designed to promote the well-being of its students, in support of the broad educational goals of the College.

### **Career Planning Center**

The Career Planning Center (CPC) complements the academic mission of the College. A major goal of the Center is to introduce undergraduates to the process of career planning, which includes self-assessment, career exploration, goal-setting, and the development of an effective job search strategy. Students are encouraged to visit the CPC early during their college years for counseling and information on internships and summer jobs. The CPC assists seniors and alumni/ae in their transition to work or graduate study and prepares them to make future career decisions.

A dedicated, professionally trained staff is available for individual career counseling. Workshops and presentations provide assistance in identifying marketable skills, writing resumes, preparing for interviews, and refining job-hunting techniques. Panel discussions and informational meetings throughout the year are designed to broaden students' awareness of their career options and to enhance their understanding of the job market. Programming and advising regarding graduate and professional school study is offered as well. In counseling style and program content, the CPC addresses the needs of those with diverse interests, values, and expectations.

Each year, nearly 40 companies, 70 graduate and professional schools, and a growing number of secondary schools and nonprofit employers participate in the on-campus recruiting program. Bowdoin is also a member of interviewing consortia in Boston and New York City. The office subscribes to over thirty periodicals listing current job opportunities, has access to on-line employer information, a computerized career assessment and decision-making program, and houses application materials on more than 1,100 summer and semester internships.

The Career Planning Center continually updates an alumni/ae advisory network and a resource library located on the first floor of the Moulton Union. A weekly newsletter publicizes all CPC events and programs in addition to internship and job openings.



## **Health Services**

The Dudley Coe Health Center provides medical and nursing services to students on a walk-in basis, Monday through Friday, from 8:00 A.M. to 8:00 P.M., and Saturday and Sunday, from 1:00 P.M. to 5:00 P.M. Physicians, registered nurses, a nurse practitioner, and a radiologic technologist work together to staff the student health services. Complete gynecologic services are available by appointment. The health center holds a weekly orthopedic clinic and provides diagnostic X-ray services.

The Dudley Coe Health Center works closely with the local medical community and area hospitals to provide comprehensive health care to all Bowdoin students. The Health Center does not provide clinical services during school vacations.

## **Counseling Service**

The Counseling Service is staffed by experienced mental health professionals (trained in psychology, social work, or counseling) who are dedicated to helping students resolve personal and academic difficulties and maximize their psychological and intellectual potential. The counseling staff assists students who have concerns about anxiety, depression, academic pressure, family conflicts, roommate problems, alcohol and drug use, date rape, eating disorders and body image, sexuality, intimate relationships, and many other matters. In addition to providing individual and group counseling, the staff conducts programs and workshops and provides training and consultation for the Bowdoin community. When appropriate, counselors may refer students to a consulting psychiatrist for evaluation regarding psychoactive medication. The Counseling Service maintains a particularly strong commitment to meeting the needs of underrepresented groups and enhancing cross-cultural understanding. Information disclosed by a student to his or her counselor is subject to strict confidentiality.

Students may schedule a counseling appointment by calling ext. 3145 or stopping by the office in person. Regular hours are from 8:30 A.M. to 5:00 P.M., Monday through Friday. A walk-in "emergency" hour is set aside each weekday from 4:00 P.M. to 5:00 P.M. for any student who may be experiencing a personal crisis that warrants immediate attention. After hours and on weekends, students may reach an on-call counselor for emergency consultation by calling Bowdoin Security (ext. 3500). The Counseling Service does not provide clinical services during school vacations.

The Counseling Service staff also provides brief counseling and referral services to all Bowdoin employees through the College's Employee Assistance Program (EAP). Employees may call the Counseling Service to schedule an appointment during regular hours, or may arrange to see an off-campus EAP counselor (Anne Funderburk, L.C.S.W.) by calling 729-7710.

The Counseling Service offices are located on the third floor of the Dudley Coe Health Center.

## Security

Bowdoin maintains a staff of trained, uniformed security officers who are on duty 24 hours a day to respond to emergencies and maintain a regular patrol of the campus. Assistance can be summoned by using the College telephone system. The Security Communications Center is open 24 hours a day at extension 3314 for information. For emergencies, call extension 3500 or 725-3500.

The Security Office is open Monday through Friday from 8:30 to 11:30 A.M. and from 12:30 to 5:00 P.M. The administrative office is closed on holidays and weather emergency days. Student identification cards and vehicle registrations may be obtained from the Security Office between the hours of 2:30 and 4:30 P.M., Monday through Friday.

**Students, whether or not they reside on campus, are required to register their vehicles with Campus Security.** Students are assigned a specific parking location and are issued a decal for their assigned parking lot. Proof of insurance and state vehicle registration must be presented when registering with Campus Security. A \$10 fee, which is subject to change, is charged for the parking decal.

A free shuttle service operates from 7:30 P.M. to 11:00 P.M., Sunday through Thursday, and from 7:30 P.M. to 2:00 A.M., Friday and Saturday, during the academic year. The service is "on demand," and students must call extension 3337 or 725-3337 for a ride. Students are encouraged to use the service, which provides transportation within campus and to the outskirts of campus. Student Safe Walkers are also available to walk with individuals who request their assistance on campus only. Safe Walk service may be obtained by calling extension 3337 or 725-3337 between 8:00 P.M. and midnight seven days a week.

## ATHLETICS AND PHYSICAL EDUCATION

Bowdoin believes that physical education is an important part of the total educational program. The Department of Athletics provides students with opportunities for satisfying experiences in physical activities for the achievement of health and physical fitness. The physical education program includes classes that provide instruction in sports activities, intramural athletics, and intercollegiate competition. Students are encouraged to use the athletic facilities to participate in free recreational play.

### Physical Education

The instructional program includes a wide variety of activities utilizing campus and off-campus facilities, both natural and man-made. The activities have been selected to provide the Bowdoin community (students, faculty, and staff members) with the opportunity to receive basic instruction in exercises and leisure-time activities. It is hoped that participants will develop these activities into lifelong commitments. The program varies from year to year to meet current interests and generally includes such activities as canoeing, swimming, and fishing.

### **Intramurals**

Coeducational leagues at the novice, intermediate, and advanced levels are offered in basketball, touch football, ultimate frisbee, ice hockey, outdoor soccer, softball, indoor and outdoor volleyball, and water basketball. All students and members of the faculty and staff are eligible to participate in the intramural program unless they are playing for a corresponding varsity, junior varsity, or club team. A coed tennis tournament and triathlon are held each fall and spring.

### **Intercollegiate Athletics**

During the past year, Bowdoin offered intercollegiate competition in the following varsity sports: men's baseball, basketball, cross country, football, ice hockey, lacrosse, skiing, soccer, squash, swimming, tennis, and track (winter and spring); women's basketball, cross country, field hockey, ice hockey, lacrosse, skiing, soccer, softball, squash, swimming, tennis, track (winter and spring), and volleyball; and coed golf and sailing.

### **Club Sports**

The following club sports are active at Bowdoin: crew, karate, rugby, ultimate frisbee, and water polo.

### **Outdoor Facilities**

Whittier Field, a tract of 5 acres, is used for football games and also includes a 400-meter, all-weather track. It has a grandstand with team rooms beneath it. Pickard Field is a tract of 35 acres that includes baseball and softball diamonds; spacious playing fields for football, lacrosse, rugby, soccer, softball, and touch football; eight tennis courts; and a cross-country ski track.

### **Indoor Facilities**

Morrell Gymnasium contains a modern basketball court with seats for about 2,000 persons; two visiting team rooms; 11 squash courts; men's and women's locker rooms; shower facilities; a modern, fully equipped, coed training room; offices for the director of athletics and department staff; and a divided multipurpose room.

Sargent Gymnasium contains the Dance Studio, a regulation basketball court, and the College's new Sidney Watson Fitness Center. The fitness center is equipped with a combination of free weights, selectorized machines, and cardiovascular machines in a well-designed 4,800-square-foot area that accommodates all members of the Bowdoin community, from the casual user to the varsity athlete.

The William Farley Field House contains a 200-meter, 6-lane track, a weight room, and four tennis courts adjacent to the A. LeRoy Greason Swimming Pool, a 114-by-75-foot, 16-lane pool with one 3-meter and two 1-meter diving boards; a training room; locker and equipment rooms; and an aerobics room.

Completing the athletic facilities is the Dayton Arena, which has a 200-by-85-foot refrigerated ice surface and seating accommodations for 2,600 spectators, with men's and women's locker rooms, two visiting team rooms, and a training room.

## STUDENT ACTIVITIES

There are currently more than 75 active student organizations at Bowdoin; additional groups are frequently formed by students with similar interests. Among the oldest groups are the Outing Club, the *Orient*, and Masque and Gown, a student-run dramatic organization. The Bowdoin Ballroom Dance Club, founded in 1995, is one of the newest. For a complete list and descriptions of student organizations, please consult the *Student Organizations Handbook* published by the Student Activities Office.

The David Saul Smith Union houses the Student Activities Office, the offices of the director and assistant director of student activities, the information center, the bookstore, the headquarters of the Executive Board of the Student Assembly, the mailroom, the Café, the Gameroom, Jack Magee's Pub, and a workspace that can be used by any student organization.

# Alumni Organizations

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## Alumni Association

The Bowdoin College Alumni Association has as its purpose "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and each other through the conduct of programs by and for alumni and by encouraging the efforts of its members in programs that promote the Common Good." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree, to those holding Bowdoin degrees, and to anyone elected to membership by the Executive Committee of the Alumni Council.

## Alumni Council Executive Committee

*Officers:* Jane McKay Morrell '81, president; Sara B. Eddy '82, secretary and treasurer.

*Members-at-Large:* Terms expire in 1997: Douglas C. Bates '66, Tyree P. Jones '82, Jane McKay Morrell '81, and Thomas E. Walsh, Jr. '83. Terms expire in 1998: Richard M. Burston '49, Donald C. Ferro '68, Jane E. Titcomb '74, and Edward F. Woods '49. Terms expire in 1999: William A. Dougherty '46, Walter G. Gans '57, Wanda E. Fleming '82, and Tricia T. Lin '87. Terms expire in 2000: Judith E. Laster '81, Deborah Jensen Barker '80, Gregory E. Kerr '79, and Michel J. LePage '78.

Other members of the council executive committee are a representative of the faculty, the director of Annual Giving, the chair of the Alumni Fund, a national chair of clubs, one member of the Afro-American Alumni Council, the national chair of BASIC, three undergraduates, and the vice president for development and College relations. The President of the College is an *ex officio* member.

## Alumni Council Awards

*Alumni Service Award:* First established in 1932 as the Alumni Achievement Award and renamed the Alumni Service Award in 1953, this award is made annually to the person who, in the opinion of alumni, as expressed by the Alumni Council, best represents the alumnus or alumna whose services to Bowdoin most deserve recognition.

The recipient in 1996 was Norman C. Nicholson, Jr. '56.

*Alumni Award for Faculty and Staff:* Established by the Alumni Council in 1963, this award is presented each year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni."

The recipient in 1996 was Richard A. Mersereau '69, executive assistant to the President and the Governing Boards.

*Distinguished Educator Award:* Established in 1964, this award recognizes outstanding achievement in the field of education by a Bowdoin alumnus or alumna, except alumni who are members of the Bowdoin faculty and staff.

The recipient in 1996 was Merrill C. Cousens '69, head of the English and Foreign Language Department at Marshwood High School in Eliot, Maine.

### **Bowdoin Magazine**

Established in 1927, *Bowdoin* magazine is published three times a year and contains articles of general interest about the College and its alumni. It is sent without charge to all alumni, seniors, parents of current students and recent graduates, faculty and staff members, and various friends of the College.

### **Bowdoin Alumni School and Interviewing Committees (BASIC)**

BASIC is a volunteer association of approximately 400 alumni in the United States and several foreign countries which assists the Admissions Office in the identification and evaluation of candidates. BASIC responsibilities include providing alumni interviews for applicants when distance or time precludes a visit to Brunswick, representing the College at local "college fair" programs, and, in general, serving as liaison between the College and prospective students.

Those interested in learning more about the BASIC organization should contact the Admissions Office.

### **Alumni Fund**

The principal task of the Bowdoin Alumni Fund is to raise unrestricted financial support for the College's educational programs and other student-related services on an annual basis. All gifts to the Alumni Fund are for current operational expenses and play a significant role in maintaining a balanced budget. Since the Fund's inception in 1869, Bowdoin alumni have consistently demonstrated a high level of annual support, enabling the College to preserve and enhance the Bowdoin experience. In 1994-95, the Fund total was \$3,328,255, with 53.7% alumni participation.

*Chair:* Kenneth M. Cole III '69.

*Directors:* Bradford A. Hunter '78 (term expires in 1998), Sandra Stone Hotchkiss '77 (term expires in 1999), John A. Whipple '68 (term expires in 2000), David G. Brown '79 (term expires in 2001).

## Alumni Fund Awards

*Alumni Fund Cup:* Awarded annually since 1932, the Alumni Fund Cup recognizes the Reunion Class making the largest contribution to the Alumni Fund, unless that Reunion Class wins the Babcock Plate; in that event, the cup is awarded to the non-Reunion Class making the largest contribution.

The recipient in 1995 was the Class of 1957, Edward E. Langbein, Jr. and David Z. Webster, class agents, and Erik Lund, special gifts chair.

*Leon W. Babcock Plate:* Presented to the College in 1980 by William L. Babcock, Jr. '69, and his wife, Suzanne, in honor of his grandfather, Leon W. Babcock '17, it is awarded annually to the class making the largest dollar contribution to the Alumni Fund.

The recipient in 1995 was the Class of 1955, Robert C. Delaney, class agent.

*Class of 1916 Bowl:* Presented to the College by the Class of 1916, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

The recipient in 1995 was the Class of 1970, John D. Delahanty and Wayne C. Sanford, class agents, and Lee D. Rowe, special gifts chair.

*Class of 1929 Trophy:* Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

The recipient in 1995 was the Class of 1985, Dana J. Bullwinkel-Campbell, David E. Criscione, Robert R. Forsberg, Jr., class agents, and Todd R. Herrmann and William M. Marr, special gifts chairs.

*Robert Seaver Edwards Trophy:* Awarded annually to that one of the ten youngest classes raising the most money for the Fund, this trophy honors the memory of Robert Seaver Edwards, Class of 1900.

The recipient in 1995 was the Class of 1985, Dana J. Bullwinkel-Campbell, David E. Criscione, Robert R. Forsberg, Jr., class agents, and Todd R. Herrmann and William M. Marr, special gifts chairs.

*Fund Directors' Trophy:* Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class which, in the opinion of the directors, achieved an outstanding performance not acknowledged by any other trophy.

The recipients in 1995 were the Class of 1945, Robert I. de Sherbinin, class agent, and Timothy M. Warren, special gifts chair; and the Class of 1960, Glenn K. Richards, class agent, and Bruce R. Bockmann and Edward M. Fuller II, special gifts chairs.



*\$100,000 Club:* Established by the directors in 1989 and retroactive to the Fund year 1984–85, the \$100,000 Club recognizes each class agent and special gifts chair who has led his or her class over the \$100,000 figure during an Alumni Fund year.

The recipients in 1995 were Merton C. Henry and Sanford R. Sistare, class of 1950; Robert C. Delaney, class of 1955; Edward E. Langbein, Jr., Erik Lund, and David Z. Webster, class of 1957; Bruce R. Bockmann, Edward M. Fuller II, and Glenn K. Richards, class of 1960; John D. Delahanty, Lee D. Rowe, and Wayne C. Sanford, class of 1970; Leo J. Dunn III, Barbara Tarmy Fradin, and Peter B. White, class of 1975; Leo T. Guen and Stephen P. Maidman, class of 1976.

*Robert M. Cross Awards:* Established by the directors in 1990, the Robert M. Cross Awards are awarded annually to those class agents whose outstanding performance, hard work, and loyalty to Bowdoin, as personified by Robert M. Cross '45 during his many years of association with the Fund, are deserving of special recognition.

The recipients in 1995 were Nathan W. Watson '35, Harry H. Baldwin III '40, and Charles E. Hartshorn, Jr. '41.

### **The President's Cup for Alumni Giving**

Established by the Development Committee of the Governing Boards in 1985, two cups are awarded annually—one for classes out of college forty-nine years or less, and one for classes out of college fifty years or more. The awards are presented on the basis of the total giving effort of a class, with all gifts actually received by or for the benefit of the College during the academic year eligible.

The recipients in 1995 were the Class of 1957 and the Class of 1926.

### **Society of Bowdoin Women**

The Society of Bowdoin Women was formed in 1922 to provide “an organization in which those with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College.”

The Society of Bowdoin Women continues to adapt its focus to support the changing needs of the College. The Edith Lansing Koon Sills Lecture Fund, established in 1961, is used to sponsor cultural, career, and literary speakers. The Society of Bowdoin Women Foundation, created in 1924, provided resources for the College's general use. With the inception of coeducation at Bowdoin in 1971, the Society decided to restrict the funds to provide annual scholarships to qualified women students and renamed it the Society of Bowdoin Women Scholarship Foundation. The Society of Bowdoin Women Athletic Award, established in 1978, recognizes effort, cooperation, and sportsmanship by a senior member of a women's varsity team. The Dorothy Haythorn Collins Award, created in 1985, honors a junior student exemplifying overall excellence and outstanding performance in his or her chosen field of study.

The Society's programs and activities are made possible by dues, contributions, and bequests. Membership is open to any interested person by payment of annual dues of \$3.00.

*Officers:* Kimberly Labbe Mills '82, president; Blythe Bickel Edwards, honorary president; O. Jeanne d'Arc Mayo, vice president; Victoria L. Kallin, secretary; Joan R. Shepherd, treasurer; Carla L. Shaw, activities coordinator; Martha B. Heussler, assistant activities coordinator; Mary Scott Brownell, nominating.

### **Association of Bowdoin Friends**

Founded in 1984, the Association of Bowdoin Friends is a volunteer group of Brunswick-area residents who share an interest in the well-being of the College. The Bowdoin Friends actively support the College, library, museums, and music and athletics programs. Friends regularly attend lectures, concerts, and special programs on campus, and many audit classes. Activities sponsored by the association include bus trips to New England museums, and receptions and dinners held in conjunction with presentations by Bowdoin faculty and students.

Bowdoin Friends contribute to the life of the College through the Host Family Program. The Host Family Program pairs local families with international students, teaching fellows, and visiting faculty, as well as interested first-year students, easing the transition to College life and fostering lasting friendships. Through this program, international students and faculty are offered a taste of American life and culture.

A \$25 annual fee is required of all Bowdoin Friends who wish to receive copies of the College calendar and magazine.

*Steering Committee:* Nancy K. Higgins, chair; James P. Bowditch, Warren R. Dwyer, Marjorie B. Follansbee, Anne H. Howell, Elizabeth Knowles, Elaine B. Miller, Gordon W. O'Donnell, Joan C. Phillips, Nancy J. W. Porter, Joan V. Smith, Lloyd M. Van Lunen.

## Summer Programs

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BOWDOIN COLLEGE summer programs provide an opportunity for a variety of people to enjoy the College's facilities and to benefit from the expertise of Bowdoin faculty and staff during the nonacademic portion of the year. Summer programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events that are appropriate to the College's overall mission as an educational institution and as a member of the Maine community.

The longest-running summer program involving members of the Bowdoin faculty and the longest-running summer program in its area of study in the United States is the **Infrared Spectroscopy Course**. Initiated at Massachusetts Institute of Technology in 1950, the program moved to Bowdoin in 1972. Over three thousand scientists have come to campus to work with many of the original staff.

**Upward Bound**, in its thirty-first year at Bowdoin, is one of over 500 similar programs hosted by educational institutions across the country. Funded by the U.S. Department of Education, these programs are intended to provide low-income high school students with the skills and motivation necessary for success in higher education.

Founded in 1964, the **Bowdoin Summer Music Festival** incorporates a music school, a concert series featuring internationally acclaimed guest artists and the Festival's renowned faculty, and the nationally recognized Gamper Festival of Contemporary Music. Approximately 200 gifted performers of high school, college, and graduate school levels participate in a concentrated six-week program of instrumental and chamber music and composition studies with the Festival's faculty, which is composed of teacher-performers from the world's leading conservatories.

**The Hockey Clinic**, under the direction of the Athletic Department, began at Bowdoin College in 1971. Boys and girls, ranging from nine to eighteen years old, come from throughout the United States to train with Bowdoin coaches as well as coaches from other prep schools and academies with outstanding hockey programs.

Each year additional camps are offered by members of the athletic staff in tennis, basketball, and soccer. A day camp for children from seven to fourteen years old is based in Farley Field House.

In addition to the four long-term programs described above, other programs brought to campus by Bowdoin faculty, staff, and outside associations attract several thousand people to the College each summer.

Persons interested in holding a conference at Bowdoin should contact the Office of Events and Summer Programs, which schedules all summer activities and coordinates dining, overnight accommodations, meeting space, audiovisual services, and other amenities.

# Officers of Government

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## PRESIDENT OF THE COLLEGE

**Robert Hazard Edwards**, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Carleton), President of the College.

## BOARD OF TRUSTEES

**Frederick Gordon Potter Thorne**, A.B. (Bowdoin), *Chair*. Elected Overseer, 1972; elected Trustee, 1982. Term expires 1998.

**David Earl Warren**, A.B. (Bowdoin), J.D. (Columbia), *Vice Chair*. Elected Overseer, 1988.\* Term expires 2000.

**I. Joel Abromson**, A.B. (Bowdoin). Elected Overseer, 1994.\* First term expires 2000.

**Thomas Hodge Allen**, A.B. (Bowdoin), B.Phil. (Oxford), J.D. (Harvard). Elected Overseer, 1985.\* Term expires 1997.

**Walter Edward Bartlett**, A.B. (Bowdoin). Elected Overseer, 1990.\* Term expires 2001.

**David Pillsbury Becker**, A.B. (Bowdoin), A.M. (New York University). Elected Overseer, 1986.\* Term expires 1998.

**Rosalynne Spindel Bernstein**, A.B. (Radcliffe), J.D. (Maine). Elected Overseer, 1973; elected Trustee, 1981. Term expires 1997.

**Marijane Leila Benner Browne**, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1994.\* First term expires 2000.

**Tracy Jean Burlock**, A.B. (Bowdoin). Elected Overseer, 1990.\* Term expires 2001.

**Geoffrey Canada**, A.B. (Bowdoin). Elected Overseer, 1995.\* First term expires 2001.

*\*Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once; Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All Boards members became Trustees, eligible to serve the remainder of their current term.*

*Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve. It should be noted that the expectation is that most Trustees will serve two terms and some will serve three or more terms.*

**Thomas Clark Casey**, A.B. (Bowdoin), M.B.A. (Stanford). Elected Overseer, 1989.\* Term expires 2001.

**The Honorable David Michael Cohen**, A.B. (Bowdoin), LL.B. (Boston College School of Law). Elected Overseer, 1994.\* First term expires 2000.

**Philip R. Cowen**, B.S. (New York University). Elected Overseer, 1993.\* First term expires 1999.

**J. Taylor Crandall**, A.B. (Bowdoin). Elected Overseer, 1991.\* First term expires 1997.

**Peter Frank Drake**, A.B. (Bowdoin), Ph.D. (Bryn Mawr). Elected Overseer, 1992.\* First term expires 1998.

**Stanley Freeman Druckenmiller**, A.B. (Bowdoin). Elected Overseer, 1991.\* First term expires 1997.

**Marc Bennett Garnick**, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. First term expires 2001.

**Leon Arthur Gorman**, A.B., LL.D. (Bowdoin). Elected Overseer, 1983; elected Trustee, 1994. First term expires 2002.

**Gordon Francis Grimes**, A.B. (Bowdoin), B.A. (Cambridge), J.D. (Boston). Elected Overseer, 1986.\* Term expires 1998.

**Laurie Anne Hawkes**, A.B. (Bowdoin), M.B.A. (Cornell). Elected Overseer, 1986; elected Trustee, 1995. First term expires 2003.

**William Harris Hazen**, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1981; elected Trustee, 1994. First term expires 2002.

**Dennis James Hutchinson**, A.B. (Bowdoin), M.A. (Oxford), LL.M. (Texas–Austin). Elected Overseer, 1975; elected Trustee, 1987. Term expires 2003.

**Samuel Appleton Ladd III**, A.B. (Bowdoin). Elected Overseer, 1991.\* First term expires 1997.

**James Walter MacAllen**, A.B. (Bowdoin). Elected Overseer, 1995.\* First term expires 2001.

**George Calvin Mackenzie**, A.B. (Bowdoin), M.A. (Tufts), Ph.D. (Harvard). Elected Overseer, 1986.\* Term expires 1998.

**Nancy Bellhouse May**, A.B. (Bowdoin), J.D. (Columbia). Elected Trustee, 1996. First term expires 2001.

**Barry Mills**, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia). Elected Overseer, 1994.\* First term expires 2000.

**Richard Allen Morrell**, A.B. (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989. First term expires 1997.

**Campbell Barrett Niven**, A.B. (Bowdoin). Elected Overseer, 1986.\* Term expires 1998.

- David Alexander Olsen**, A.B. (Bowdoin). Elected Overseer, 1986.\* Term expires 1998.
- Michael Henderson Owens**, A.B. (Bowdoin), M.D., M.P.H. (Yale). Elected Overseer, 1988.\* Term expires 2000.
- Hollis Susan Rafkin-Sax**, A.B. (Bowdoin). Elected Overseer, 1988.\* Term expires 2000.
- Edgar Moore Reed**, A.B. (Bowdoin). Elected Overseer, 1995.\* First term expires 2001.
- Peter Donald Relic**, A.B. (Bowdoin), A.M. (Case Western Reserve), Ed.D. (Harvard). Elected Overseer, 1987.\* Term expires 1999.
- Linda Horvitz Roth**, A.B. (Bowdoin), M.A. (North Carolina). Elected Overseer, 1992.\* First term expires 1998.
- Lee Dickinson Rowe**, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. First term expires 2001.
- Joan Benoit Samuelson**, A.B. (Bowdoin). Elected Overseer, 1995.\* First term expires 2001.
- Jill Ann Shaw-Ruddock**, A.B. (Bowdoin). Elected Overseer, 1994.\* First term expires 2000.
- D. Ellen Shuman**, A.B. (Bowdoin), M.S. (Yale). Elected Overseer, 1992.\* First term expires 1998.
- Carolyn Walch Slayman**, A.B. (Swarthmore), Ph.D. (Rockefeller), Sc.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988. Term expires 2001.
- Peter Metcalf Small**, A.B. (Bowdoin). Elected Overseer, 1988.\* Term expires 2000.
- Donald B. Snyder, Jr.**, A.B. (Bowdoin). Elected Overseer, 1992.\* First term expires 1998.
- Mary Ann Villari**, A.B. (Bowdoin), J.D. (Boston University). Elected Overseer, 1987.\* Term expires 1999.
- William Grosvenor Wadman**. Elected Overseer, 1988.\* Term expires 2000.
- Leslie Walker**, A.B. (Bowdoin). Elected Overseer, 1995.\* First term expires 2001.
- Robert Francis White**, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1993.\* First term expires 1999.
- Barry Neal Wish**, A.B. (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994. First term expires 2002.
- Elizabeth Christian Woodcock**, A.B. (Bowdoin), A.M. (Stanford), J.D. (Maine). Elected Overseer, 1985.\* Term expires 1997.

**John Alden Woodcock, Jr., A.B.** (Bowdoin), M.A. (University of London), J.D. (University of London). Elected Trustee, 1996. First term expires 2001.

**Donald Mack Zuckert, A.B.** (Bowdoin), LL.B. (New York University). Elected Overseer, 1987; elected Trustee, 1995. First term expires 2003.

**Robert H. Millar, A.B.** (Bowdoin), B.Div. (Yale), *Secretary*. Elected 1991, re-elected 1996. Term expires 2001.

**Anne W. Springer, A.B.** (Bowdoin), *Assistant Secretary*. Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary, 1996. Term expires 1999.

### EMERITI

**Charles William Allen, A.B.** (Bowdoin), J.D. (Michigan), LL.D. (Bowdoin). Elected Overseer, 1967; elected emeritus, 1976.

**Willard Bailey Arnold III, A.B.** (Bowdoin), M.S. (New York University). Elected Overseer, 1970; elected emeritus, 1984.

**Peter Charles Barnard, A.B.** (Bowdoin), A.M. (Middlebury). Elected Secretary, 1977; elected secretary of the president and trustees emeritus and overseer emeritus, 1991.

**Robert Ness Bass, A.B.** (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1964; elected emeritus, 1980.

**Gerald Walter Blakeley, Jr., A.B.** (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

**Matthew Davidson Branche, A.B.** (Bowdoin), M.D. (Boston University). Elected Overseer, 1970; elected emeritus, 1985.

**Theodore Hamilton Brodie, A.B.** (Bowdoin). Elected Overseer, 1983; elected emeritus, 1995.

**Paul Peter Brontas, A.B.** (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard). Elected Overseer, 1974; elected Trustee, 1984; elected emeritus, 1996.

**George Hench Butcher III, A.B.** (Bowdoin), J.D. (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

**John Everett Cartland, Jr., A.B.** (Bowdoin), M.D. (Columbia). Elected Overseer, 1976; elected emeritus, 1988.

**Kenneth Irvine Chenault, A.B.** (Bowdoin), J.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1993.



**Norman Paul Cohen**, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1977; elected emeritus, 1989.

**The Honorable William Sebastian Cohen**, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973; elected emeritus, 1985.

**David Watson Daly Dickson**, A.B. (Bowdoin), A.M., Ph.D. (Harvard), L.H.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1975; elected emeritus, 1982.

**The Reverend Richard Hill Downes**, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970; elected emeritus, 1983.

**Oliver Farrar Emerson II**, A.B. (Bowdoin). Elected Overseer, 1974; elected emeritus, 1986.

**William Francis Farley**, A.B. (Bowdoin), J.D. (Boston College), LL.D. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1992.

**Frank John Farrington**, A.B. (Bowdoin), M.S. (The American College). Elected Overseer, 1984; elected emeritus, 1996.

**Herbert Spencer French, Jr.**, A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976; elected emeritus, 1988.

**Albert Edward Gibbons, Jr.**, A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

**Arthur LeRoy Greason**, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D. Litt. (Wesleyan), L.H.D. (Colby, Bowdoin, Bates). President of the College, 1981–1990; elected emeritus, 1990.

**Jonathan Standish Green**, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975; elected emeritus, 1987.

**Marvin Howe Green, Jr.** Elected Overseer, 1985; emeritus election pending, October 1996.

**Kenneth David Hancock**, A.B. (Bowdoin). Elected Overseer, 1988; elected emeritus, 1994.

**Peter Francis Hayes**, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M., M.Phil., Ph.D. (Yale). Elected Overseer, 1969; elected emeritus, 1983.

**Merton Goodell Henry**, A.B. (Bowdoin), LL.B. (George Washington), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1974; elected emeritus, 1987.

**Caroline Lee Herter**. Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.

**Regina Elbinger Herzlinger**, B.S. (Massachusetts Institute of Technology), D.B.A. (Harvard). Elected Overseer, 1983; elected emerita, 1989.

- The Reverend Judith Linnea Anderson Hoehler**, A.B. (Douglass), M.Div. (Harvard), S.T.D. (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.
- John Roscoe Hupper**, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970; elected Trustee, 1982; elected emeritus, 1995.
- Roscoe Cunningham Ingalls, Jr.**, B.S. (Bowdoin). Elected Overseer, 1968; elected Trustee, 1973; elected emeritus, 1989.
- William Dunning Ireland, Jr.**, A.B. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.
- Judith Magyar Isaacson**, A.B. (Bates), A.M. (Bowdoin). Elected Overseer, 1984; elected emerita, 1996.
- Lewis Wertheimer Kresch**, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970; elected emeritus, 1983.
- Donald Richardson Kurtz**, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1984; elected emeritus, 1996.
- Albert Frederick Lilley**, A.B. (Bowdoin), LL.B. (Virginia). Elected Overseer, 1976; elected emeritus, 1988.
- Herbert Mayhew Lord**, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1980; elected emeritus, 1992.
- John Francis Magee**, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine). Elected Overseer, 1972; elected Trustee, 1979; elected emeritus, 1995.
- Cynthia Graham McFadden**, A.B. (Bowdoin), LL.B. (Columbia). Elected Overseer, 1986; elected emerita, 1995.
- Malcolm Elmer Morrell, Jr.**, A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1974; elected emeritus, 1986.
- Robert Warren Morse**, B.S. (Bowdoin), Sc.M., Ph.D. (Brown), Sc.D. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.
- Norman Colman Nicholson, Jr.**, A.B. (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991.
- John Thorne Perkin**, A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.
- Payson Stephen Perkins**, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.
- William Curtis Pierce**, A.B. (Bowdoin), LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1967; elected emeritus, 1981.
- Everett Parker Pope**, B.S., A.M., LL.D. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1977; elected emeritus, 1988.
- Louis Robert Porteous, Jr.**, A.B. (Bowdoin), LL.D. (Portland School of Art). Elected Overseer, 1982; elected emeritus, 1994.

- Robert Chamberlain Porter**, A.B. (Bowdoin), LL.B. (Pennsylvania), LL.D. (Bowdoin). Elected Overseer, 1975; elected emeritus, 1987.
- Thomas Prince Riley**, A.B. (Bowdoin). Elected Secretary, 1955; elected emeritus, 1983.
- Jean Sampson**, A.B. (Smith), LL.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1986; elected emerita, 1994.
- Alden Hart Sawyer, Jr.**, A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976; elected emeritus, 1985.
- Robert Nelson Smith**, Lieutenant General (Ret.), B.S. (Bowdoin), LL.D. (Kyung Hee University). Elected Overseer, 1965; elected emeritus, 1978.
- John Ingalls Snow**, A.B. (Bowdoin), M.B.A. (Wharton). Elected Overseer, 1986; elected emeritus, 1992.
- Phineas Sprague**, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1992.
- Terry Douglas Stenberg**, A.B. (Bowdoin), Ed.M. (Boston University), Ph.D. (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.
- Deborah Jean Swiss**, A.B. (Bowdoin), Ed.M., Ed.D. (Harvard). Elected Overseer, 1983; elected emerita, 1995.
- Raymond Stanley Troubh**, A.B. (Bowdoin), LL.B. (Yale). Elected Overseer, 1978; elected emeritus, 1990.
- Lewis Vassor Vafiades**, A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1973; elected emeritus, 1979.
- William David Verrill**, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.
- Winthrop Brooks Walker**, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1966; elected Trustee, 1970; elected emeritus, 1986.
- Harry K. Warren**, A.B. (Pennsylvania). Elected Secretary, 1986; elected emeritus, 1995.
- Timothy Matlack Warren**, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.
- George Curtis Webber II**, A.B. (Bowdoin). Elected Secretary, 1983; elected emeritus, 1986.
- Russell Bacon Wight, Jr.**, A.B. (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.
- Richard Arthur Wiley**, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1981; elected emeritus, 1993.

## Officers of Instruction

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**Robert Hazard Edwards**, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Carleton), President of the College. (1990)\*

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**John William Ambrose, Jr.**, A.B., A.M., Ph.D. (Brown), Joseph Edward Merrill Professor of Greek Language and Literature. (1966)

**Michele K. Amidon**, B.A. (St. Lawrence), Coach in the Department of Athletics. (1996)

**Anthony Frederick Antolini**, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Director of the Bowdoin Chorus. (*Adjunct.*)

**Verónica M. Azcue**, Lic. (Universidad Complutense de Madrid), M.A. (SUNY-Stony Brook), Visiting Instructor in Romance Languages. (1996)

**Marie E. Barbieri**, B.A., M.S., M.A., Ph.D. (Pennsylvania), Assistant Professor of Romance Languages on the Longfellow Professorship of Modern Languages Fund. (*On leave of absence for the academic year.*) (1993)

**William Henry Barker**, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Professor of Mathematics. (*On leave of absence for the academic year.*) (1975)

**Ellen K Baum**, B.A. (Antioch), M.F.S., M.P.H. (Yale), Adjunct Lecturer in Environmental Studies. (*Spring semester.*)

**Charles R. Beitz**, A.B. (Colgate), M.A. (Michigan), M.A., Ph.D. (Princeton), Dean for Academic Affairs and Professor of Government. (1991)

**Susan Elizabeth Bell**, A.B. (Haverford), A.M., Ph.D. (Brandeis), Professor of Sociology. (1983)

**Gretchen Berg**, B.A. (Antioch), Adjunct Lecturer in Theater.

**John B. Bisbee**, B.F.A. (Alfred), Lecturer in Art. (1996)

**Barbara Weiden Boyd**, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Professor of Classics. (1980)

**Richard Dale Broene**, B.S. (Hope), Ph.D. (California-Los Angeles), Assistant Professor of Chemistry. (1993)

**Franklin Gorham Burroughs, Jr.**, A.B. (University of the South), A.M., Ph.D. (Harvard), Harrison King McCann Professor of the English Language. (1968)

**Samuel Shipp Butcher**, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry. (1964)

**Charles Joseph Butt**, B.S., M.S. (Springfield), Coach in the Department of Athletics. (1961)

\*Date of first appointment to the faculty.

- Helen Louise Cafferty**, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan, Jr., Professor of German and the Humanities. (1972)
- Zoe G. Cardon**, B.S. (Utah State), Ph.D. (Stanford), Assistant Professor of Biology. (1995)
- Steven Roy Cerf**, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield, Jr., Professor of German. (1971)
- Kent John Chabotar**, B.A. (St. Francis College), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer and Senior Lecturer in Government. (1991)
- Ronald L. Christensen**, A.B. (Oberlin), A.M., Ph.D. (Harvard), Professor of Chemistry. (1976)
- Louis Chude-Sokei**, B.A., Ph.D. (California-Los Angeles), Assistant Professor of English. (1995)
- Carol E. Cohn**, B.A. (Michigan), Ph.D. (The Union Graduate School), Assistant Professor of Sociology and Women's Studies. (1993)
- David Collings**, A.B. (Pacific Union), A.M., Ph.D. (California-Riverside), Associate Professor of English. (1987)
- Lisa Gail Collins**, B.A. (Dartmouth College), Consortium for a Strong Minority Presence at Liberal Arts Colleges Scholar-in-Residence and Lecturer in Women's Studies.
- Clare Bates Congdon**, B.A. (Wesleyan), M.S., Ph.D. (Michigan-Ann Arbor), Visiting Assistant Professor of Computer Science. (1996)
- Sarah Conly**, B.A. (Princeton), M.A., Ph.D. (Cornell), Visiting Assistant Professor of Philosophy. (1996)
- Rachel Ex Connelly**, A.B. (Brandeis), A.M., Ph.D. (Michigan), Associate Professor of Economics. (1985)
- Denis Joseph Corish**, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy. (1973)
- Thomas Browne Cornell**, A.B. (Amherst), Professor of Art. (1962)
- Donald Crane**, B.S., M.S. (Montana State), Head Athletic Trainer. (1996)
- John D. Cullen**, A.B. (Brown), Assistant Director of Athletics and Coach in the Department of Athletics. (1985)
- Lelia L. De Andrade**, B.A. (Rhode Island College), M.A., Ph.D. (Syracuse), Assistant Professor of Sociology and Africana Studies. (1994)
- Gregory Paul DeCoster**, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)
- Lydia Nakashima Degarrod**, B.A., M.A. (Hawaii-Manoa), M.A., Ph.D. (California-Los Angeles), Assistant Professor of Anthropology. (1994)

- Deborah S. DeGraff**, B.A. (Knox College), M.A., Ph.D. (Michigan), Assistant Professor of Economics. (1991)
- Sara A. Dickey**, B.A. (Washington), M.A., Ph.D. (California–San Diego), Associate Professor of Anthropology. (1988)
- Patsy S. Dickinson**, A.B. (Pomona), M.S., Ph.D. (Washington), Professor of Biology. (1983)
- Linda J. Docherty**, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (*On leave of absence for the academic year.*) (1986)
- Guy T. Emery**, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Professor of Physics. (1988)
- Ari W. Epstein**, A.B. (Harvard), Ph.D. (Massachusetts Institute of Technology/Woods Hole Oceanographic Institution Joint Program), Visiting Assistant Professor of Physics. (1996)
- Simone Federman**, B.A. (Oberlin College), M.F.A. Equivalent Directing, A.R.T. (Harvard), Lecturer in Theater. (1996)
- Stephen Thomas Fisk**, A.B. (California–Berkeley), A.M., Ph.D. (Harvard), Professor of Mathematics. (1977)
- John M. Fitzgerald**, A.B. (Montana), M.S., Ph.D. (Wisconsin), Associate Professor of Economics. (*On leave of absence for the academic year.*) (1983)
- Paul N. Franco**, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Associate Professor of Government. (1990)
- Albert Myrick Freeman III**, A.B. (Cornell), A.M., Ph.D. (Washington), William D. Shipman Professor of Economics. (1965)
- Alfred Herman Fuchs**, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Professor of Psychology. (1962)
- David K. Garnick**, B.A., M.S. (Vermont), Ph.D. (Delaware), Associate Professor of Computer Science. (1988)
- Timothy J. Gilbride**, A.B. (Providence), M.P. (American International), Coach in the Department of Athletics. (1985)
- Edward Smith Gilfillan III**, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Adjunct Professor of Chemistry and Lecturer in the Environmental Studies Program.
- Eddie S. Glaude, Jr.**, B.A. (Morehouse), M.A. (Temple), M.A. (Princeton), Instructor in Religion and Africana Studies. (1996)
- Christopher C. Glass**, A.B. (Haverford), M.Arch. (Yale), Adjunct Lecturer in Art. (*Spring semester.*)
- Jonathan Paul Goldstein**, A.B. (New York–Buffalo), A.M., Ph.D. (Massachusetts), Associate Professor of Economics. (1979)

- Celeste Goodridge**, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers), Associate Professor of English. (*On leave of absence for the academic year.*) (1986)
- David A. Graff**, B.A. (Haverford), M.A. (Michigan–Ann Arbor), Ph.D. (Princeton), Visiting Assistant Professor of History. (1995)
- Robert Kim Greenlee**, B.M., M.M. (Oklahoma), D.M. (Indiana), Associate Professor of Music. (1982)
- Charles Alfred Grobe, Jr.**, B.S., M.S., Ph.D. (Michigan), Professor of Mathematics. (1964)
- Deborah L. Guber**, A.B. (Smith College), M.A., M.Phil., Ph.D. (Yale), Visiting Assistant Professor of Government. (1996)
- Daniel R. Hammond**, B.S. (U.S. Military Academy at West Point), M.P.A. (Golden Gate), Coach in the Department of Athletics. (1993)
- Anne Harris**, B.F.A. (Washington University), M.F.A. (Yale), Visiting Assistant Professor of Art. (1994)
- Donna B. Hayashi**, B.S. (Duke), M.A., Ph.D. (Denver), Adjunct Assistant Professor of Psychology. (*Fall semester.*)
- Takahiko Hayashi**, B.A. (Rikkyo University), M.E.S. (University of Tsukuba), Lecturer in Japanese. (1991)
- Barbara S. Held**, A.B. (Douglass), Ph.D. (Nebraska), Professor of Psychology. (1979)
- Anne Henshaw**, B.A. (New Hampshire), M.A., Ph.D. (Harvard), Visiting Assistant Professor of Anthropology. (1996)
- Kevin D. Henson**, B.A. (Michigan State), M.A., Ph.D. (Northwestern), Visiting Assistant Professor of Sociology. (1994)
- James A. Higginbotham**, B.S., A.M., Ph.D. (Michigan–Ann Arbor), Assistant Professor of Classics on the Henry Johnson Professorship Fund. (1994)
- Cécilia Hirsch**, A.B. (Bowdoin), M.F.A. (Massachusetts College of Art), Adjunct Lecturer in Art. (*Fall semester.*)
- James Lee Hodge**, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Professor of Modern Languages and Professor of German. (1961)
- John Clifford Holt**, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Professor of Religion. (1978)
- John LaFollette Howland**, A.B. (Bowdoin), Ph.D. (Harvard), Josiah Little Professor of Natural Science and Professor of Biology and Biochemistry. (1963)
- Mingliang Hu**, B.A. (Shanxi Teachers College), M.A. (Shanxi University), Ph.D. (Florida), Visiting Assistant Professor of Chinese. (1994)
- Arthur McKeel Hussey II**, B.S. (Pennsylvania State), Ph.D. (Illinois), Professor of Geology. (1961)



- George A. Isaacson**, A.B. (Bowdoin), J.D. (Pennsylvania), Adjunct Lecturer in Education. (*Fall semester.*)
- Janice Ann Jaffe**, A.B. (University of the South), A.M., Ph.D. (Wisconsin), Associate Professor of Romance Languages. (1988)
- Nancy E. Jennings**, B.A. (Macalester), M.S. (Illinois-Urbana-Champaign), Ph.D. (Michigan State), Assistant Professor of Education. (1994)
- Amy S. Johnson**, B.A. (California-Los Angeles), Ph.D. (California-Berkeley), James R. and Helen Lee Billingsley Associate Professor of Marine Biology. (1989)
- David T. Johnson**, B.A. (Bethel College), M.A. (Chicago), Instructor in Sociology and Asian Studies. (*On leave of absence for the academic year.*) (1996)
- Robert Wells Johnson**, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. (1964)
- Gwyneth Jones**, Lecturer in Dance Performance (*Adjunct*).
- C. Michael Jones**, A.B. (Williams), Ph.D. (Yale), Associate Professor of Economics. (1987)
- Samuel Kaplan**, B.S. (North Carolina-Chapel Hill), M.A., Ph.D. (Boston), Visiting Assistant Professor of Mathematics. (1996)
- Susan Ann Kaplan**, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Dean for Academic Affairs, Associate Professor of Anthropology, and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. (1985)
- John Michael Karl**, A.B., A.M., Ph.D. (Harvard), Associate Professor of History. (1968)
- B. Zorina Khan**, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California-Los Angeles), Assistant Professor of Economics. (1996)
- Ann Louise Kibbie**, B.A. (Boston), Ph.D. (California-Berkeley), Assistant Professor of English. (1989)
- Jane Elizabeth Knox-Voina**, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas-Austin), Professor of Russian. (1976)
- Daniel Elihu Kramer**, B.A. (Haverford), M.F.A. (Yale School of Drama), Assistant Professor of Theater. (1995)
- Daniel D. Kurylo**, B.A. (Colorado), M.A., Ph.D. (Northeastern), Visiting Assistant Professor of Psychology. (1993)
- Edward Paul Laine**, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Geology and Director of the Environmental Studies Program. (1985)
- Peter Laipson**, B.A. (Brown), M.A. (Michigan-Ann Arbor), Visiting Instructor in History. (1996)

- Peter D. Lea**, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado-Boulder), Associate Professor of Geology. (1988)
- R. Brooke Lea**, B.A. (Haverford), M.A., Ph.D. (New York), Visiting Assistant Professor of Psychology. (1995)
- Genevieve LeMoine**, B.A. (Toronto), M.A., Ph.D. (Calgary), Adjunct Assistant Professor of Anthropology and Curator/Registrar, Peary-MacMillan Arctic Museum and Arctic Studies Center. (1995)
- William E. Leuchtenburg**, B.A. (Cornell), M.A., Ph.D. (Columbia), Visiting Professor of Government and History on the Tallman Foundation. (*Fall semester.*) (1996)
- Daniel Levine**, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science. (*On leave of absence for the academic year.*) (1963)
- Adam B. Levy**, B.A. (Williams), Ph.D. (Washington), Assistant Professor of Mathematics. (1994)
- Joseph David Litvak**, A.B. (Wesleyan), M.Phil., Ph.D. (Yale), Associate Professor of English. (1982)
- Burke O'Connor Long**, A.B. (Randolph-Macon), B.D., A.M., Ph.D. (Yale), Professor of Religion. (1968)
- Suzanne B. Lovett**, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)
- Larry D. Lutchmansingh**, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Associate Professor of Art History. (1974)
- Scott MacEachern**, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Assistant Professor of Anthropology. (1995)
- Irena S. M. Makarushka**, B.A. (St. John's), M.A., Ph.D. (Boston), Associate Professor of Religion. (1990)
- Carol A. N. Martin**, M.A., Ph.D. (Notre Dame), Visiting Assistant Professor of English. (1994)
- Janet Marie Martin**, A.B. (Marquette), M.A., Ph.D. (Ohio State), Associate Professor of Government. (*On leave of absence for the academic year.*) (1986)
- T. Penny Martin**, A.B., A.M. (Middlebury), M.A.T., Ed.D. (Harvard), Associate Professor of Education. (1988)
- Dana Walker Mayo**, B.S. (Massachusetts Institute of Technology), Ph.D. (Indiana), Charles Weston Pickard Research Professor of Chemistry. (1962)
- O. Jeanne d'Arc Mayo**, B.S., M.Ed. (Boston), Physical Therapist and Associate Trainer in the Department of Athletics. (1978)

- Thomas E. McCabe, Jr.**, B.S., M.S. (Springfield College), Coach in the Department of Athletics. (1990)
- James Wesley McCalla**, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California–Berkeley), Associate Professor of Music. (1985)
- Moira McDermott**, A.B. (Bryn Mawr), M.S., Ph.D. (Michigan), Visiting Assistant Professor of Mathematics. (1996)
- Craig Arnold McEwen**, A.B. (Oberlin), A.M., Ph.D. (Harvard), Daniel B. Fayerweather Professor of Political Economy and Sociology. (*On leave of absence for the spring semester.*) (1975)
- Julie L. McGee**, A.B. (Bowdoin), M.A., Ph.D. (Bryn Mawr), Visiting Assistant Professor of Art. (1996)
- Robert J. McIntyre**, B.A. (Grinnell), M.P.A. (Cornell), Ph.D. (North Carolina–Chapel Hill), Visiting Associate Professor of Economics. (1993)
- John McKee**, A.B. (Dartmouth), A.M. (Princeton), Associate Professor of Art. (1962)
- Sarah Francis McMahon**, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (1982)
- Terry Meagher**, A.B. (Boston), M.S. (Illinois State), Coach in the Department of Athletics. (1983)
- Ellen Greenstein Millender**, B.A., M.A. (Brown), B.A. (Oxford), Assistant Professor of Classics. (1995)
- Raymond H. Miller**, A.B. (Indiana), A.M., Ph.D. (Harvard), Associate Professor of Russian. (1983)
- Helen E. Moore**, B.S. (North Carolina–Chapel Hill), Ph.D. (SUNY–Stony Brook), Assistant Professor of Mathematics. (1995)
- Richard Ernest Morgan**, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1969)
- John Morneau**, B.M. (New Hampshire), Director of Concert Band (*Adjunct*).
- Madeleine E. Msall**, B.A. (Oberlin), M.A., Ph.D. (Illinois–Urbana-Champaign), Assistant Professor of Physics. (1994)
- Elizabeth Muther**, B.A. (Wellesley), Ph.D. (California–Berkeley), Assistant Professor of English. (*On leave of absence for the spring semester.*) (1993)
- Stephen G. Naculich**, B.S. (Case Western Reserve), M.A., Ph.D. (Princeton), Assistant Professor of Physics. (*On leave of absence for the academic year.*) (1993)
- Jeffrey Karl Nagle**, A.B. (Earlham), Ph.D. (North Carolina), Professor of Chemistry. (1980)
- Sarah M. Nelson**, B.A. (St. Olaf), M.A. (Wisconsin–Madison), Visiting Instructor in Romance Languages. (1995)

- Robert Raymond Nunn**, A.B. (Rutgers), A.M. (Middlebury), Ph.D. (Columbia), Associate Professor of Romance Languages. (*On leave of absence for the spring semester.*) (1959)
- Paul Luther Nyhus**, A.B. (Augsburg), S.T.B., Ph.D. (Harvard), Frank Andrew Munsey Professor of History. (1966)
- Kathleen Ann O'Connor**, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director of the Writing Project and Lecturer in Education. (1987)
- Clifton Cooper Olds**, A.B. (Dartmouth), A.M., Ph.D. (Pennsylvania), Edith Cleaves Barry Professor of the History and Criticism of Art. (1982)
- Leakthina Chau-Pech Ollier**, B.A. (California-Los Angeles), M.A., C.Phil., Ph.D. (California-Los Angeles), Assistant Professor of Romance Languages. (1995)
- Andreas Ortmann**, B.A. (University of Bielefeld, Germany), M.A. (Georgia), Ph.D. (Texas A&M), Assistant Professor of Economics. (*On leave of absence for the academic year.*) (1991)
- John M. Owen**, A.B. (Duke), M.P.A. (Princeton), Ph.D. (Harvard), Assistant Professor of Government. (1995)
- Sree Padma**, B.A., M.A., Ph.D. (Andhra University), Visiting Assistant Professor of History. (1995)
- David Sanborn Page**, B.S. (Brown), Ph.D. (Purdue), Professor of Chemistry and Biochemistry. (1974)
- H. Roy Partridge, Jr.**, B.A. (Oberlin), M.S.W., M.A., Ph.D. (Michigan), M.Div. (Harvard Divinity School), Adjunct Assistant Professor of Sociology and Africana Studies.
- Jill Pearlman**, B.A. (Beloit), M.A. (California), Ph.D. (Chicago), Adjunct Assistant Professor of Environmental Studies. (*Spring semester.*)
- Nicola C. Pearson**, B.S. (St. Mary's College, London), Coach in the Department of Athletics. (1996)
- Rosa Pellegrini**, Diploma Magistrale (Istituto Magistrale "Imbriani" Avellino), Lecturer in Italian. (*Adjunct.*)
- Carey Richard Phillips**, B.S. (Oregon State), M.S. (California-Santa Barbara), Ph.D. (Wisconsin-Madison), Associate Professor of Biology. (1985)
- Christian Peter Potholm II**, A.B. (Bowdoin), M.A., M.L.D., Ph.D. (Tufts), DeAlva Stanwood Alexander Professor of Government. (*On leave of absence for the spring semester.*) (1970)
- Patrick J. Rael**, B.A. (Maryland-College Park), M.A., Ph.D. (California-Berkeley), Assistant Professor of History. (1995)
- Karen E. Rasmussen**, B.S. (SUNY-Syracuse), Ph.D. (New Hampshire), Visiting Assistant Professor of Biology. (1995)

- Marilyn Reizbaum**, A.B. (Queens College), M.Litt. (Edinburgh), Ph.D. (Wisconsin-Madison), Associate Professor of English. (1984)
- Nancy Elizabeth Riley**, B.A. (Pennsylvania), M.P.H., M.A. (Hawaii), Ph.D. (Johns Hopkins), Assistant Professor of Sociology. (*On leave of absence for the fall semester.*) (1992)
- Rosemary Anne Roberts**, B.A. (University of Reading), M.Sc., Ph.D. (University of Waterloo), Associate Professor of Mathematics. (1984)
- Paul Ross**, D.Mus. (Colby), Director of the Bowdoin Orchestra. (*Adjunct.*)
- Daniel Walter Rossides**, B.A., Ph.D. (Columbia), Professor of Sociology. (1968)
- Lynn Margaret Ruddy**, B.S. (Wisconsin-Oshkosh), Assistant Director of Athletics and Coach in the Department of Athletics. (1976)
- Paul Sarvis**, Lecturer in Dance Performance. (*Adjunct.*)
- Paul Eugene Schaffner**, A.B. (Oberlin), Ph.D. (Cornell), Associate Professor of Psychology. (*On leave of absence for the academic year.*) (1977)
- Elliott Shelling Schwartz**, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Professor of Music. (1964)
- Scott R. Sehon**, B.A. (Harvard), M.A., Ph.D. (Princeton), Assistant Professor of Philosophy. (*On leave of absence for the fall semester.*) (1993)
- Carl Thomas Settlemire**, B.S., M.S. (Ohio State), Ph.D. (North Carolina State), Associate Professor of Biology and Chemistry. (1969)
- Harvey Paul Shapiro**, B.S. (Connecticut), M.Ed. (Springfield), Coach in the Department of Athletics. (1983)
- Lawrence Hugh Simon**, A.B. (Pennsylvania), A.B. (Oxford), M.A./B.A. (Cambridge), Ph.D. (Boston University), Associate Professor of Philosophy. (1987)
- Peter Slovenski**, A.B. (Dartmouth), A.M. (Stanford), Coach in the Department of Athletics. (1987)
- Melinda Yowell Small**, B.S., A.M. (St. Lawrence), Ph.D. (Iowa), Professor of Psychology. (1972)
- G. E. Kidder Smith, Jr.**, A.B. (Princeton), Ph.D. (California-Berkeley), Associate Professor of History. (1981)
- Philip Hilton Soule**, A.B. (Maine), Coach in the Department of Athletics. (1967)
- Allen Lawrence Springer**, A.B. (Amherst), M.A., M.A.L.D., Ph.D. (Tufts), Professor of Government. (1976)
- Randolph Stakeman**, A.B. (Wesleyan), A.M., Ph.D. (Stanford), Associate Professor of History. (1978)

- William Lee Steinhart**, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Professor of Biology. (*On leave of absence for the fall semester.*) (1975)
- Elizabeth A. Stemmler**, B.S. (Bates), Ph.D. (Indiana), Associate Professor of Chemistry. (1988)
- Matthew Stuart**, B.A. (Vermont), M.A., Ph.D. (Cornell), Assistant Professor of Philosophy. (*On leave of absence for the spring semester.*) (1993)
- Dale Syphers**, B.S., M.Sc. (Massachusetts), Ph.D. (Brown), Associate Professor of Physics. (*On leave of absence for the academic year.*) (1986)
- Susan L. Tananbaum**, B.A. (Trinity), M.A., M.A., Ph.D. (Brandeis), Assistant Professor of History. (1990)
- Elizabeth Townsend**, B.A. (McGill), M.F.A. (Carnegie-Mellon), Adjunct Lecturer in Theater. (*Fall semester.*)
- Allen B. Tucker, Jr.**, A.B. (Wesleyan), M.S., Ph.D. (Northwestern), Professor of Computer Science. (1988)
- James Henry Turner**, A.B. (Bowdoin), B.S., M.S., Ph.D. (Massachusetts Institute of Technology), Associate Professor of Physics. (1964)
- John Harold Turner**, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Professor of Romance Languages. (1971)
- David Jeremiah Vail**, A.B. (Princeton), M.A., M.Phil., Ph.D. (Yale), Adams-Catlin Professor of Economics. (1970)
- June Adler Vail**, A.B. (Connecticut), M.A.L.S. (Wesleyan), Associate Professor of Dance. (1987)
- Howard S. Vandersea**, A.B. (Bates), M.Ed. (Boston), Coach in the Department of Athletics. (1984)
- William Chace VanderWolk**, A.B. (North Carolina), A.M. (Middlebury), Ph.D. (North Carolina), Associate Professor of Romance Languages. (1984)
- James Edward Ward**, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Professor of Mathematics. (*On leave of absence for the academic year.*) (1968)
- Sidney John Watson**, B.S. (Northeastern), Ashmead White Director of Athletics. (1958)
- William Collins Watterson**, A.B. (Kenyon), Ph.D. (Brown), Professor of English. (1976)
- Susan Elizabeth Wegner**, A.B. (Wisconsin-Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. (1980)
- Marcia Anne Weigle**, A.B., A.M., Ph.D. (Notre Dame), Associate Professor of Government. (1988)
- Allen Wells**, A.B. (SUNY-Binghamton), A.M., Ph.D. (SUNY-Stony Brook), Professor of History. (1988)

- Patricia A. Welsch**, B.A. (Fordham), M.A., Ph.D. (Virginia), Assistant Professor of Film Studies on the Marvin H. Green, Jr., Fund. (*On leave of absence for the academic year.*) (1993)
- Mark Christian Wethli**, B.F.A., M.F.A. (Miami), Professor of Art. (1985)
- Nathaniel Thoreau Wheelwright**, B.S. (Yale), Ph.D. (Washington), Associate Professor of Biology. (1986)
- Richard A. Wiley**, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard Law School), LL.D. (Bowdoin), Adjunct Lecturer in Government. (*Fall semester.*) (1996)
- Anna M. Wilson**, B.A. (Oxford), M.A., Ph.D. (Boston University), Visiting Assistant Professor of English. (1994)
- Elizabeth Wong**, B.A. (Southern California), M.F.A. (New York), Visiting Assistant Professor of English and Theater. (*Fall semester.*)
- D. Michael Woodruff**, A.B. (Bowdoin), Director of Outing Club. (1993)
- Steve J. Wurtzler**, B.S. (Wisconsin-Madison), M.F.A. (Columbia), Visiting Instructor in Film. (1996)
- Jean Yarbrough**, A.B. (Cedar Crest College), A.M., Ph.D. (New School for Social Research), Professor of Government. (1988)
- Enrique Yepes**, B.A. (Universidad Pontificia Bolivariana), Instructor in Romance Languages. (1996)

#### OFFICERS OF INSTRUCTION EMERITI

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- Philip Conway Beam**, A.B., A.M., Ph.D. (Harvard), Henry Johnson Professor of Art and Archaeology Emeritus. (1936)
- Ray Stuart Bicknell**, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1962)
- Edward Joseph Geary**, A.B. (Maine), A.M., Ph.D. (Columbia), hon. A.M. (Harvard), Henry Wadsworth Longfellow Professor of Romance Languages Emeritus. (1965)
- William Davidson Geoghegan**, A.B. (Yale), M.Div. (Drew), Ph.D. (Columbia), Professor of Religion Emeritus. (1954)
- Arthur LeRoy Greason**, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D.Litt. (Wesleyan), L.H.D. (Colby), L.H.D. (Bowdoin), L.H.D. (Bates), President of the College and Professor of English Emeritus. (1952)
- Ernst Christian Helmreich**, A.B. (Illinois), A.M., Ph.D. (Harvard), Thomas Brackett Reed Professor of History and Political Science Emeritus. (1931)
- Charles Ellsworth Huntington**, B.A., Ph.D. (Yale), Professor of Biology Emeritus and Director of the Bowdoin Scientific Station at Kent Island Emeritus. (1953)



- Myron Alton Jeppesen**, B.S. (Idaho), M.S., Ph.D. (Pennsylvania State), Professor of Physics and Josiah Little Professor of Natural Science Emeritus. (1936)
- Barbara Jeanne Kaster**, A.B. (Texas Western), M.Ed. (Texas-El Paso), Ph.D. (Texas-Austin), Harrison King McCann Professor of Communication in the Department of English Emerita. (1973)
- Elroy Osborne LaCasce, Jr.**, A.B. (Bowdoin), A.M. (Harvard), Ph.D. (Brown), Professor of Physics Emeritus. (1947)
- Mortimer Ferris LaPointe**, B.S. (Trinity), M.A.L.S. (Wesleyan), Coach in the Department of Athletics Emeritus. (1969)
- Sally Smith LaPointe**, B.S.Ed. (Southern Maine), Coach in the Department of Athletics Emerita. (1973)
- James Spencer Lentz**, A.B. (Gettysburg), A.M. (Columbia), Coordinator of Physical Education and the Outing Club Emeritus. (1968)
- Mike Linkovich**, A.B. (Davis and Elkins), Trainer in the Department of Athletics Emeritus. (1954)
- Edward Pols**, A.B., A.M., Ph.D. (Harvard), William R. Kenan, Jr., Professor of Philosophy and Humanities Emeritus. (1949)
- James Daniel Redwine, Jr.**, A.B. (Duke), A.M. (Columbia), Ph.D. (Princeton), Edward Little Professor of the English Language and Literature Emeritus. (1963)
- Edward Thomas Reid**, Coach in the Department of Athletics Emeritus. (1969)
- John Cornelius Rensenbrink**, A.B. (Calvin), A.M. (Michigan), Ph.D. (Chicago), Professor of Government Emeritus. (1961)
- Matilda White Riley**, A.B., A.M. (Radcliffe), Sc.D. (Bowdoin), Daniel B. Fayerweather Professor of Political Economy and Sociology Emerita. (1973)
- Guenter Herbert Rose**, B.S. (Tufts), M.S. (Brown), Ph.D. (California-Los Angeles), Associate Professor of Psychology and Psychobiology Emeritus. (1976)
- Abram Raymond Rutan**, A.B. (Bowdoin), M.F.A. (Yale), Director of Theater Emeritus. (1955)
- William Davis Shipman**, A.B. (Washington), A.M. (California-Berkeley), Ph.D. (Columbia), Adams-Catlin Professor of Economics Emeritus. (1957)
- Clifford Ray Thompson, Jr.**, A.B., A.M., Ph.D. (Harvard), Professor of Romance Languages Emeritus. (1961)
- William Bolling Whiteside**, A.B. (Amherst), A.M., Ph.D. (Harvard), Frank Munsey Professor of History Emeritus. (1953)

## Instructional Support Staff

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**Rene L. Bernier**, B.S. (Maine), Laboratory Instructor in Chemistry and Laboratory Support Manager.

**Agnès Boury**, Teaching Fellow in French.

**Pamela Jean Bryer**, B.S., M.S. (Rensselaer Polytechnic Institute), Laboratory Instructor in Biology.

**Beverly Ganter DeCoster**, B.S. (Dayton), Laboratory Instructor in Chemistry.

**Judith Cooley Foster**, A.B. (Brown), M.Sc. (Rhode Island), Laboratory Instructor in Chemistry and Director of Laboratories.

**Karin Frazer**, B.S. (Allegheny), M.A. (Vermont), Laboratory Instructor in Biology.

**Stephen Hauptman**, B.A. (Connecticut College), M.A. (Illinois), M.Sc. (Cornell), Laboratory Instructor in Biology.

**Cara J. Hayes**, B.S. (Salem College, Winston-Salem), M.S. (Medical College of Virginia), Laboratory Instructor in Biology.

**Virginie Le Gall**, Teaching Fellow in French.

**Ana Martín Pascual**, Teaching Fellow in Spanish.

**Colleen Trafton McKenna**, B.A. (Southern Maine), Laboratory Instructor in Chemistry.

**Paulette M. Messier**, A.B. (Maine-Presque Isle), Laboratory Instructor in Chemistry.

**David L. Roberts**, A.B. (Bowdoin), Ph.D. (Case Western Reserve), Teaching Associate in Physics.

**Leah G. Shulsky**, M.A. (Moscow Pedagogical Institute), Teaching Fellow in Russian.

**A. Nicole Stahlman**, Teaching Fellow in German.

**Andrea Sulzer**, B.A. (New York), M.A. (Columbia), M.S. (Maine-Orono), Laboratory Instructor in Biology.

### RESEARCH ASSOCIATES

**Peter Riesenber**g, B.A. (Rutgers), M.A. (Wisconsin), Ph.D. (Columbia), Research Associate in History.

**Dorothy Rosenberg**, B.A., M.A., Ph.D. (Stanford), M.L. (Washington), Research Associate in German.

**Scott Salmon**, B.A., M.A. (Massey University, N.Z.), Research Associate in Environmental Studies.

**Peter K. Trumper**, A.B. (St. Olaf), Ph.D. (Minnesota), Research Associate in Chemistry.

# Officers of Administration

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## SENIOR OFFICERS

**Robert Hazard Edwards**, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Carleton), President of the College.

**Charles R. Beitz**, A.B. (Colgate), M.A. (Michigan), M.A., Ph.D. (Princeton), Dean for Academic Affairs.

**Craig W. Bradley**, A.B. (Dartmouth), M. Sc. (Edinburgh), Dean of Student Affairs.

**Kent John Chabotar**, B.A. (St. Francis), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer.

**Richard Alan Mersereau**, A.B. (Bowdoin), M.A.T. (Wesleyan), Executive Assistant to the President and Trustees.

**Richard E. Steele**, A.B. (Harvard), M.A. (Vermont), Ph.D. (Wisconsin-Madison), Dean of Admissions.

**William A. Torrey III**, A.B., M.S.Ed. (Bucknell), Vice President for Development and College Relations.

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**Susan Ann Kaplan**, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Dean for Academic Affairs.

**Ann C. Ostwald**, B.S.F.S. (Georgetown University School of Foreign Service), M.A. (California-Berkeley), Assistant to the Dean.

## ADMISSIONS

**Richard E. Steele**, A.B. (Harvard), M.A. (Vermont), Ph.D. (Wisconsin-Madison), Dean of Admissions.

**Karen Guttentag**, B.A. (Carleton), Assistant Dean.

**Peter Lyle**, A.B. (Bowdoin), Admissions Officer.

**Anne Wohltman Springer**, A.B. (Bowdoin), Associate Dean.

**Rebecca N. Truesdell**, A.B. (Bowdoin), Admissions Officer.

**Bryn E. Upton**, A.B. (Bowdoin), Assistant Dean.

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**Lynn M. Ruddy**, B.S. (Wisconsin–Oshkosh), Assistant Director/Coach.

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**Victoria Brilliant**, B.S. (Maine-Orono), Preschool/Kindergarten Caregiver.

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**William P. Kunitz**, B.S. (Michigan State), Administrative Applications Coordinator

**Thaddeus T. Macy**, A.B. (Maine), Assistant Director and Manager of Systems and Communications.

**Mark I. Nelsen**, A.B. (California-Berkeley), Senior Project Engineer.

**Lawrence G. O'Toole**, A.B. (Bowdoin), Manager of Administrative Computing.

**Sharon L. Pedersen**, A.B. (Harvard and Radcliffe), A.M., Ph.D. (Pennsylvania), Administrative Applications Coordinator.

**Rebecca F. Sandlin**, B.A. (Tufts), User Services Consultant.

**Margaret M. Schultz**, B.S. (Emporia State), Ph.D. (Iowa State), Manager of Academic Computing and User Services.

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**Pauline Paquet Farr**, Endowment and Gift Accounting Administrator.

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**Shelley Roseboro**, B.A. (California-Los Angeles), M.Ed. (St. Lawrence), Multicultural Counselor/Consultant.

**Susan R. Stewart**, A.B. (Wells), A.M. (Chicago), Counselor.

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**Hilary Bassett**, B.A. (Wellesley), M.B.A. (Indiana), Development Writer.

**Mary C. Bernier**, Director of Development Services.

**Grace M. J. Brescia**, A.B. (Dartmouth), Associate Director of Annual Giving.

**Katharine W. Billings**, A.B. (Brown), M.A. (George Washington), Associate Director of Capital Support.

**Jennifer H. Burns**, A.B. (Bowdoin), Ed.M. (Harvard), Assistant Director of Alumni Relations.

**John A. Coyne, Jr.**, A.B. (Colby), Sports Information Intern.

**Elizabeth Coxe**, A.B. (Skidmore), Development Research Analyst.

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**Orman Hines**, A.S. (Maine–Orono), Purchasing Manager.

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**Suzanne K. Bergeron**, A.B. (Mount Holyoke), Assistant Director for Operations.

**Anna-Maria Cannatella**, A.B. (Bowdoin), Andrew W. Mellon Curatorial Intern.

**Alison Ferris**, B.A. (North Carolina-Greensboro), M.A. (SUNY-Binghamton), Curator.

**Chaké K. Higginson**, A.B. (Bowdoin), Museum Shop Manager.

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Riverside), M.A. (Notre Dame), Ed.D. (Western Michigan), Director of  
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Assistant.

**Joanne Levesque**, Assistant Director of Student Records.

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Director of Residential Life.

**H. Elizabeth Hockmuth**, B.A. (Mary Washington), M.A. (Boston), Assistant  
Director of Residential Life.

**Thomas B. Talbot**, A.B. (Bowdoin), Assistant Director of Residential Life.

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**Louann K. Dustin**, Reserve Certificate (Police Academy), Associate Degree in Law Enforcement (Southern Maine Technical College), Security Administrative and Program Coordinator.

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**Timothy W. Foster**, A.B. (Dartmouth), M.A. (North Carolina-Chapel Hill), Dean of First-Year Students.

**Elizabeth R. Maier**, A.B. (Chicago), Assistant Dean of Student Affairs.

**Karen R. Tilbor**, B.A. (Elmira), M.S.Ed. (Wheelock), Associate Dean of Student Affairs.

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**Walter Henry Moulton**, A.B. (Bowdoin), Director.

**Stephen H. Joyce**, B.A. (Williams), Ed.M. (Harvard), Associate Director.

**Lisa S. Folk**, B.A. (Bates), Student Employment Coordinator.

### SUMMER MUSIC FESTIVAL

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**Cindy Stocks-Williams**, B.A. (Maine-Orono), Administrator.

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**Judith Coffin Reindl**, Administrative Assistant to the Vice President for Finance and Administration and Treasurer.

**Martin F. Szydlowski**, B.S. (Providence College), Assistant to the Treasurer.

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**Scott W. Bradley**, B.A. (Maine-Orono), M.S. in Ed. (Southern Maine), Academic Counselor/Coordinator of Student Services.

**Bridget D. Mullen**, B.A., M.Phil. (College of the Atlantic), Academic Counselor/Coordinator of Program Services.

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### **WOMEN'S STUDIES PROGRAM**

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**John Stanley DeWitt**, Supervisor of Mechanical Services Emeritus.

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**James Packard Granger**, B.S. (Boston University), C.P.A., Controller Emeritus.

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**Betty Mathieson Massé**, Assistant to the Treasurer Emerita.

**Betty Andrews McNary**, Assistant Director of Annual Giving Emerita.

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**Barbara MacPhee Wyman**, Supervisor of the Service Bureau Emerita.

**Alice F. Yanok**, Administrative Assistant to the Dean of the College Emerita.

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## COMMITTEES OF THE TRUSTEES\*

**Academic Affairs Committee:** Leon A. Gorman, *Chair*; Geoffrey Canada, Stanley F. Druckenmiller, Robert H. Edwards, Marc B. Garnick, William H. Hazen, G. Calvin Mackenzie, Linda H. Roth, Leslie Walker, one faculty member to be elected from the Curriculum and Educational Policy Committee, one student to be appointed, Charles R. Beitz, *liaison officer*.

**Admissions and Financial Aid:** Dennis J. Hutchinson, *Chair*; Marijane L. Benner Browne, David M. Cohen, Robert H. Edwards, Gordon F. Grimes, Nancy Bellhouse May, Michael H. Owens, Elizabeth E. Woodcock, C. Thomas Settlemyre (*faculty*), one student to be appointed, Richard E. Steele, *liaison officer*.

**Audit:** J. Taylor Crandall, *Chair*; Philip R. Cowen, Laurie A. Hawkes, Richard A. Morrell, D. Ellen Shuman, Kent J. Chabotar, *liaison officer*.

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\* The president of the College is *ex officio* member of all standing committees, except the Audit Committee.



**Subcommittee on Properties:** Richard A. Morrell, *Chair*; Campbell B. Niven, David R. Binswanger '78 (*alumni*), Norman P. Cohen (*emeritus*), Donald B. Snyder, Jr., Nathaniel T. Wheelwright (*faculty*), Charles R. Beitz, Kent John Chabotar, William S. Gardiner, Richard A. Mersereau, William A. Torrey.

**Facilities:** Peter M. Small, *Chair*; Thomas H. Allen, Peter F. Drake, Robert H. Edwards, Samuel A. Ladd III, Campbell B. Niven, David A. Olsen, Katharine J. Watson (*faculty*), one student to be appointed, Kent J. Chabotar, *liaison officer*.

**Financial Planning:** Tracy J. Burlock, *Chair*; Walter E. Bartlett, Thomas C. Casey, Robert H. Edwards, Laurie A. Hawkes, Edgar M. Reed, Peter D. Relic, C. Michael Jones (*faculty*), one student to be appointed, Kent J. Chabotar, *liaison officer*.

**Investments:** Barry N. Wish, *Chair*; Peter F. Drake, Stanley F. Druckenmiller (*invited*), Robert H. Edwards, Donald R. Kurtz, James W. MacAllen, Edgar M. Reed, D. Ellen Shuman, Peter M. Small, Frederick G. P. Thorne (*invited*), Robert F. White, Denis J. Corish (*faculty*), one student to be appointed, Kent J. Chabotar, *liaison officer*.

**Student Affairs:** Rosalyn S. Bernstein, *Chair*; Barry Mills, *Vice Chair*; David P. Becker, Robert H. Edwards, James W. MacAllen, Hollis Rafkin-Sax, Joan Benoit Samuelson, Jill A. Shaw-Ruddock, Allen B. Tucker, Jr. (*faculty*), one student to be appointed, Craig W. Bradley, *liaison officer*.

**Subcommittee on Minority Affairs:** David P. Becker, *Chair*; Thomas C. Casey, Geoffrey Canada, Michael H. Owens, Mary Ann Villari, Randolph Stakeman (*faculty*), one student to be appointed, Craig W. Bradley, Betty Trout-Kelly, *liaison officers*.

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**Staff Liaison to the Trustees:** Richard A. Mersereau.

**Secretary:** Robert H. Millar.

**Assistant Secretary:** Anne W. Springer.

**College Counsel:** Peter B. Webster.

**Faculty Representatives**

**Executive Committee:** William C. Watterson.

**Trustees:** Deborah S. DeGraff and William C. Watterson.

**Student Representatives**

**Executive Committee:** Hiram R. Hamilton '97.

**Trustees:** Hiram R. Hamilton '97 and one to be appointed.

**Alumni Council Representatives**

**Executive Committee:** Jane McKay Morrell '81.

**Trustees:** Jane McKay Morrell '81 and Thomas E. Walsh, Jr. '83.

**Parents Executive Committee**

**Trustees:** one to be appointed.

## FACULTY COMMITTEES FOR 1996-97

Denis J. Corish, *Faculty Parliamentarian*

*Faculty Committees*

**Administrative:** The President, *Chair*; the Dean of Student Affairs, an Assistant/Associate Dean, Stephen T. Fisk, John M. Owen, Daniel W. Rossides, and Susan L. Tananbaum. Undergraduates: three to be appointed.

**Admissions and Financial Aid:** C. Thomas Settlemire, *Chair*; the Dean of Admissions, the Dean of Student Affairs, the Director of Student Aid, Steven R. Cerf, Lelia L. DeAndrade, and Rosemary A. Roberts. Undergraduates: two to be appointed. Alternate: one to be appointed.

**Appeals (Reappointment, Promotion & Tenure):** Helen L. Cafferty, Lelia L. DeAndrade, Deborah S. DeGraff, Janice A. Jaffe, Lawrence H. Simon, and Allen Wells.

**Appointments, Promotion and Tenure:** Jeffrey K. Nagle, *Chair*; the Dean for Academic Affairs, Susan E. Bell, T. Penny Martin, Allen L. Springer, and Nathaniel T. Wheelwright.

**Curriculum and Educational Policy:** The Dean for Academic Affairs, *Chair*; the President, the Dean of Student Affairs, Amy S. Johnson, John M. Karl, Ann L. Kibbie, Adam B. Levy, Suzanne B. Lovett, and Lawrence H. Simon. Undergraduates: two to be named. Alternate: one to be appointed.

**Faculty Affairs:** David J. Vail, *Chair*; the Dean for Academic Affairs, Patsy S. Dickinson, James Higginbotham, Daniel E. Kramer, and Marcia A. Weigle.

**Faculty Resources (formerly Faculty Research Committee):** The Dean for Academic Affairs, Richard D. Broene, Carol E. Cohn, Barbara S. Held, Richard E. Morgan, and William C. VanderWolk. Alternate: A. Myrick Freeman.

**Gay and Lesbian Studies:** David A. Collings, *Chair*; Kevin D. Henson, Arthur M. Hussey II, Susan E. Wegner, and Anna Wilson. Undergraduates: three to be appointed.

**Governance:** Alfred H. Fuchs, *Chair*; Deborah S. DeGraff, *Secretary*; Nancy E. Jennings, R. Wells Johnson, and William C. Watterson.

**Lectures and Concerts:** David K. Garnick, *Chair*; the Dean of Student Affairs, Helen L. Cafferty, Lydia N. Degarrod, Larry D. Lutchmansingh, and Elliott S. Schwartz. Undergraduates: two to be appointed.

**Library:** Paul L. Nyhus, *Chair*; the College Librarian, Paul N. Franco, James W. McCalla, Leakthina Ollier, and James H. Turner. Undergraduates: two to be appointed.

**Off-Campus Study:** John C. Holt, *Chair*; Thomas B. Cornell, Janice A. Jaffe, Scott MacEachern, Scott R. Sehon (spring), and Matthew F. Stuart (fall). Undergraduates: two to be appointed.

**Recording:** Franklin G. Burroughs, *Chair*; The Dean of Student Affairs, the Director of Records and Research, the Assistant Director of Student Records, an Assistant/Associate Dean of Student Affairs, Barbara W. Boyd, Samuel S. Butcher, and John H. Turner. Undergraduates: two to be appointed. Alternate: one to be appointed.

**Research Oversight (formerly Human and Animal Research Committee):** Elizabeth A. Stemmler, *Chair*; the Dean for Academic Affairs, Burke O. Long, Herbert Paris, Carey R. Phillips, Melinda Y. Small, and Ray S. Youmans, D.V.M.

**Student Affairs:** The Dean of Student Affairs, *Chair*; an Assistant/Associate Dean of Student Affairs, the Student Activities Coordinator, Zoe Cardon, Craig A. McEwen (fall), Patrick J. Rael, Nancy E. Riley (spring), and Allen B. Tucker, Jr. Undergraduates: four to be appointed. Alternate: one to be appointed.

**Student Awards:** James L. Hodge, *Chair*; John W. Ambrose, Jr., John D. Cullen, John L. Howland.

#### *Interdisciplinary Studies Program Committees*

**Africana Studies:** Randolph Stakeman, *Chair*; the Assistant to the President for Multicultural Programs, Lelia L. DeAndrade, Scott MacEachern, Elizabeth Muther (fall), and Patrick J. Rael. Louis Chude Sokei and Eddie Glaude (*invited*). Undergraduates: five to be appointed.

**Asian Studies:** John C. Holt, *Chair*; Sara A. Dickey, Takahiko Hayashi, and Kidder Smith, Jr. Undergraduates: two to be appointed.

**Biochemistry:** David S. Page, *Chair*; John L. Howland, and C. Thomas Settemire.

**Environmental Studies:** The Director of Environmental Studies, *Chair*; A. Myrick Freeman, Edward S. Gilfillan, Amy S. Johnson, Peter D. Lea, Lawrence H. Simon, and Nathaniel T. Wheelwright. Zoe Cardon (*invited*). Undergraduates: three to be appointed.

**Latin American Studies:** John H. Turner, *Chair*; Lydia N. Degarrod, Janice A. Jaffe, and Allen Wells.

**Neuroscience:** Daniel D. Kurylo, *Chair*; Patsy S. Dickinson, and Alfred H. Fuchs.

**Women's Studies:** Rachel Ex Connelly, *Chair*; Carol E. Cohn, Leakthina Ollier, Marilyn Reizbaum, Susan L. Tananbaum, and Susan E. Wegner. *Ex Officio:* the Director of Women's Studies, and the Women's Studies Program Administrator. Undergraduates: two to be appointed.

*General College Committees*

**Bowdoin Administrative Staff Steering Committee:** Laurel Smith, *Chair* (fall); Gregory C. Colati (fall), Pauline M. Farr (fall), Karen S. Guttentag, Charles N. Leach III (fall), Tenley A. Meara, and Ann C. Ostwald. *Ex Officio:* Kathleen T. Gubser and Richard A. Mersereau.

**Benefits Advisory Committee:** William A. Torrey, *Chair*; Director of Human Resources, Assistant Director of Human Resources, Sieglinde M. Alexander, Pauline M. Farr, A. Myrick Freeman, Gary L. Levesque, David S. Page, Louis P. Tremante, one member to be appointed by SSAC.

**Bias Incident Group:** The President, *Chair*; the Dean of Student Affairs, an Assistant/Associate Dean, the Director of Communications, David A. Collings, William S. Gardiner, Charles A. Grobe, Jr., Donna M. Loring, Richard A. Mersereau, Betty Trout-Kelly, and Robert C. Vilas. Undergraduates: two to be appointed.

**Budget and Financial Priorities Committee:** C. Michael Jones, *Chair*; the Dean for Academic Affairs, the Dean of Student Affairs, the Treasurer, Ronald L. Christensen, Kathryn G. Humphreys, Irena S. M. Makarushka, and Gerlinde W. Rickel. Undergraduate: one to be appointed. Alternate: one to be appointed.

**Chemical Hygiene:** Judith C. Foster, *Chair*; Rene L. Bernier, Pamela J. Bryer, Samuel S. Butcher, Ann D. Goodenow, Arthur M. Hussey II, Peter D. Lea, David L. Roberts, and Mark C. Wethli.

**Computing and Information Services Advisory Committee (CISAC):** Clifton C. Olds, *Chair*; Christine Brooks, Stephen T. Fisk, Jonathan P. Goldstein, Scott W. Hood, Madeleine E. Msall, Richard Parkhurst, Peter O. Russell and Christopher T. Taylor. *Ex Officio:* Sherrie S. Bergman, Louis P. Tremante. Undergraduates: Benjamin J. Green '97 and Kaire Paalandi '98.

**Environmental, Historic, and Aesthetic Impact:** Guy T. Emery, *Chair*; John McKee, and Jean M. Yarbrough. Undergraduates: four to be appointed.

**Honor Code/Judicial Board:** Denis J. Corish and June A. Vail. *Alternate:* James H. Turner.

**Museum of Art Executive Advisory Council:** Director of the Museum of Art, *Chair*; the Dean for Academic Affairs, the Director of the Art History Program, the Director of the Visual Arts Program, David C. Driskell H'89, James A. Higginbotham, Linda H. Roth '76, and William C. Watterson. Undergraduates: two to be appointed.

**Teaching:** Marilyn Reizbaum, *Chair*; Helen E. Moore, Kidder Smith, Jr., and Mark C. Wethli. *Ex officio:* the Associate Dean for Academic Affairs. Undergraduate: one to be appointed. Alternate: one to be appointed.

**Oversight Committee on Multicultural Affairs:** Joseph D. Litvak, *Chair*; the Dean for Academic Affairs, the Dean of Student Affairs, the Treasurer (*Vice Chair*), Donna M. Loring, Christian P. Potholm II (fall), William L. Steinhart (spring), and Betty Trout-Kelly. Undergraduates: two to be appointed.

**Oversight Committee on the Status of Women:**

*Administrative Staff:* Sara B. Eddy, Sherrie S. Bergman, and Mark I. Nelson (alternate). *Faculty:* Rachel Ex Connelly, *Chair*; Jane E. Knox-Voina, and Sara A. Dickey (alternate). *Support Staff:* Alice Rivero, Harriet H. Richards, and one to be appointed (alternate). Undergraduates: two to be appointed. *Alternate:* one to be appointed.

**Professional Development Review and Selection Committee:** Kathleen T. Gubser, *Coordinator*; Michael D. Chipman, Charlotte H. Magnuson, Richard A. Mersereau, Louis P. Tremante, and one member to be appointed by BAS.

**Radiation Safety:** Susan F. Daignault, *Chair*; Pamela J. Bryer, Samuel S. Butcher, Guy T. Emery, Alan W. Garfield, Cara J. Hayes, John L. Howland, Carey R. Phillips, David L. Roberts, C. Thomas Settlemire, William L. Steinhart, Dale A. Syphers, and Bethany S. Whalon.

**Reengineering Steering:** Kent John Chabotar, *Chair*; Stephen H. Joyce, Elizabeth Maier, Sarah F. McMahon, Raymond H. Miller, Saeed A. Mughal, Elizabeth D. Orlic, Louis P. Tremante, and Donna Trout. *Ex Officio:* Don Duncan, Reengineering Coordinator. Undergraduates: Marc D. Zimman '98 and one to be appointed.

**Safety and Health:** Susan F. Daignault, *Chair*; Mark E. Almgren, Robin L. Beltramini, Cindy Bessmer, Lisa S. Folk, William S. Gardiner, Kathleen T. Gubser, Kevin L. Kelley, Mary Lou Kennedy, Lori Lizewski, Donna M. Loring, Susan B. Ravdin, Rodman E. Redman, Michael F. Schiff-Verre, Patricia J. Silevinac, Bette Spettel, Martin F. Szydlowski, and Roger E. Tanguay.

**Sexual Misconduct Board:** Raymond H. Miller, *Chair*; Karen S. Guttentag, Scott W. Hood, and Jane E. Knox-Voina. Alternates: Carol A. N. Martin, Brenda M. Rice, Randolph Stakeman, and Martin F. Szydlowski. Undergraduates: two to be appointed. Alternates: two to be appointed.

**Strategic Planning Task Force:** The President, *Chair*; the Dean for Academic Affairs, the Dean of Admissions, the Dean of Student Affairs, Director of Records and Research, the Treasurer, the Vice President for Development, members of the Committee on Governance, Lynn H. Ensign, Elizabeth Maier, and Richard A. Mersereau. Undergraduates: three to be appointed.

**Support Staff Advisory Committee:** Charlotte H. Magnuson, *Chair*; Joseph L. Calvo, Louise C. Caron, Anne E. Cornely, William J. Curtis, Cheryl L. Gallagher, Gary L. Levesque, Nancy Russell, Dawn P. Stranger, and Donna M. Trout.

**Faculty and Undergraduate Appointments to the Governing Boards Committees**

**Trustees:** Deborah S. DeGraff and William C. Watterson. Undergraduates: two to be appointed. Alumni Council: two to be appointed. Parents Executive Committee: one to be appointed.

**Academic Affairs:** One faculty member to be elected from the Curriculum and Educational Policy Committee. Undergraduate: one to be appointed.

**Admissions and Financial Aid:** C. Thomas Settlemyre. Undergraduate: one to be appointed.

**Development:** June A. Vail. Alumni Council: one to be appointed. Undergraduate: one to be appointed.

**Executive:** William C. Watterson. Alumni Council: one to be appointed. Undergraduate: one to be appointed.

**Subcommittee on Properties:** Nathaniel T. Wheelwright.

**Facilities:** Katharine J. Watson. Undergraduate: one to be appointed.

**Financial Planning:** C. Michael Jones. Undergraduate: one to be appointed.

**Investments:** Denis J. Corish. Undergraduate: one to be appointed.

**Student Affairs:** Allen B. Tucker, Jr. Undergraduate: one to be appointed.

**Subcommittee on Minority Affairs:** Randolph Stakeman.  
Undergraduate: one to be appointed.



## APPENDIX

### Prizes and Distinctions

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**THE BOWDOIN PRIZE:** This fund was established as a memorial to William John Curtis 1875, LL.D. '13, by his wife and children. The prize, four-fifths of the total income not to exceed \$10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 1995. The recipients in 1990 were Professors Dana W. Mayo and Samuel S. Butcher. The recipient of the award in 1995 was Senator George J. Mitchell '54.

**THE PRESERVATION OF FREEDOM FUND:** Gordon S. Hargraves '19 established this fund to stimulate understanding and appreciation of the rights and freedoms of the individual, guaranteed under the Constitution of the United States. The prize is to be awarded to a student, member of the faculty, or group of Bowdoin alumni making an outstanding contribution to the understanding and advancement of human freedoms and the duty of the individual to protect and strengthen these freedoms at all times. (1988)

The first award was made in 1988 to William B. Whiteside, Frank Munsey Professor of History Emeritus. The recipient of the award in 1993 was Joseph C. Wheeler '48, the retired chairman of the Development Assistance Committee of the United States Organization for Economic Cooperation and Development (OECD). The recipient in 1996 was Judith Magyar Isaacson A.M. '67, educator and author of *Seed of Sarah: Memoirs of a Survivor*.

**THE COMMON GOOD AWARD:** Established on the occasion of the Bicentennial, the Common Good Award honors those alumni who have demonstrated an extraordinary, profound, and sustained commitment to the common good, in the interest of society, with conspicuous disregard for personal gain in wealth or status. Seven Common Good Awards were presented during the bicentennial year and one or two awards will be given annually thereafter.

#### PRIZES IN GENERAL SCHOLARSHIP

**Abraxas Award:** An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their first year. This award was established by the Abraxas Society. (1915)

*James Bowdoin Day:* Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. Inaugurated by Stanley Perkins Chase '05, Henry Leland Chapman Professor of English Literature (1925–51), the exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed at least the equivalent of two four-credit semesters at Bowdoin. The scholarships are determined on the basis of a student's entire record at Bowdoin. In the year preceding the award, a student must have been actively engaged in full-time academic work, and at least one of the semesters must have been at Bowdoin. For a student to be named a James Bowdoin Scholar, three-quarters of his or her grades (computed on the basis of full-course equivalents) must be A or B, with at least one-quarter of them A. In addition, there must be two grades of A for each grade of C/P. Students who have received grades of D or F are ineligible.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every undergraduate who has carried a full course program and has received a grade of A in each of his or her courses during the last academic year.

*Brooks-Nixon Prize Fund:* The annual income of a fund established by Percy Willis Brooks 1890 and Mary Marshall Brooks is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

*Brown Memorial Scholarships:* This fund, for the support of four scholarships at Bowdoin College, was given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown 1856, A.M. 1859. According to the provisions of this foundation, a prize will be paid annually to the best scholar in each undergraduate class who shall have graduated at the high school in Portland after having been a member thereof not less than one year. The awards are made by the city of Portland upon recommendation of the College. (1865)

*Dorothy Haythorn Collins Award:* This award, given by Dorothy Haythorn Collins and her family to the Society of Bowdoin Women, is used to honor a student "who has achieved academic and general excellence in his or her chosen major" at the end of the junior year. Each year the society selects a department from the sciences, social studies, or humanities. The selected department chooses a student to honor by purchasing books and placing them with a nameplate in the department library. The student also receives a book and certificate of merit. (1985)

*Almon Goodwin Prize Fund:* This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin 1862. The annual income is awarded to a member of Phi Beta Kappa chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

*George Wood McArthur Prize:* This fund was bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

*Phi Beta Kappa:* The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. Election is based primarily on scholarly achievement, and consideration is given to the student's entire college record. Students who have studied away are expected to have a total academic record, as well as a Bowdoin record, that meets the standards for election. Nominations are made three times a year, usually in September, February, and May. The total number of students selected in any year does not normally exceed ten percent of the number graduating in May. Students elected to Phi Beta Kappa are expected to be persons of integrity and good moral character. Candidates must have completed at least twenty-four semester courses of college work, including at least sixteen courses at Bowdoin.

*Leonard A. Pierce Memorial Prize:* This prize, established by friends and associates of Leonard A. Pierce '05, A.M. H'30, LL.D. '55, is awarded annually to that member of the graduating class who is continuing his or her education in an accredited law school and who attained the highest scholastic average during his or her years in college. It is paid to the recipient upon enrollment in law school. (1960)

## COMMENCEMENT PRIZES

*DeAlva Stanwood Alexander Prize:* Established by DeAlva Stanwood Alexander 1870, A.M. 1873, LL.D. '07, this fund furnishes two prizes for excellence in select declamation. (1906)

*Class of 1868 Prize:* Contributed by the Class of 1868, this prize is awarded for a written and spoken oration by a member of the senior class. (1868)

*Goodwin Commencement Prize:* Established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, the prize is awarded for a written or oral presentation at Commencement. (1882)

## DEPARTMENTAL PRIZES

### Africana Studies

*Lennox Foundation Book Prize:* This fund was established by the Lennox Foundation and Jeffrey C. Norris '86. An appropriate book is awarded to a student graduating in Africana Studies. (1990)

### Art

*Anne Bartlett Lewis Memorial Fund:* This fund was established by Anne Bartlett Lewis's husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. The annual income of the fund is used for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. (1981)

*Art History Junior-Year Prize:* This prize, funded annually by a donor wishing to remain anonymous, is awarded to a student judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

*Art History Senior-Year Prize:* This prize, established by a donor wishing to remain anonymous, is awarded to a graduating senior judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1982)

*Richard P. Martel, Jr., Memorial Fund:* A prize is awarded annually to the Bowdoin undergraduate who, in the judgment of the studio art faculty, is deemed to have produced the most creative, perceptive, proficient, and visually appealing art work exhibited at the College during the academic year. (1990)

### Biology

*Copeland-Gross Biology Prize:* This prize, named in honor of Manton Copeland and Alfred Otto Gross, Sc.D. '52, both former Josiah Little Professors of Natural Science, is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

*Donald and Harriet S. Macomber Prize in Biology:* This fund was established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family—David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, Steven J. Zottoli '69, and Michael C. Macomber '73. The income of the fund is to be awarded annually as a prize to the outstanding student in the Department of Biology. If, in the opinion of the department, in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

*James Malcolm Moulton Prize in Biology:* This fund was established by former students and other friends in honor of James Malcolm Moulton, former George Lincoln Skolfield, Jr., Professor of Biology, to provide a book prize to be awarded annually to the outstanding junior majoring in biology, as judged by scholarship and interest in biology. At the discretion of the Department of Biology, this award may be made to more than one student or to none in a given year. (1984)

## Chemistry

*Philip Weston Meserve Fund:* This prize was established in memory of Professor Philip Weston Meserve '11, "to be used preferably to stimulate interest in Chemistry." (1941)

*William Campbell Root Award:* This prize recognizes a senior chemistry major who has provided service and support to chemistry at Bowdoin beyond the normal academic program.

## Classics

*Hannibal Hamlin Emery Latin Prize:* This prize, established in honor of her uncle, Hannibal Hamlin Emery 1874, by Persis E. Mason, is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

*Nathan Goold Prize:* This prize, established by Abba Goold Woolson, of Portland, in memory of her grandfather, is awarded to that member of the senior class who has, throughout the college course, attained the highest standing in Greek and Latin studies. (1922)

*Sewall Greek Prize:* This prize, given by Jotham Bradbury Sewall 1848, S.T.D. '02, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

*Sewall Latin Prize:* This prize, also given by Professor Sewall, is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

## Computer Science

*Computer Science Senior-Year Prize:* This prize, established by a donor wishing to remain anonymous, is awarded annually in the fall to a senior judged by the Department of Computer Science to have achieved the highest distinction in the major program in computer science.

## Economics

*Noyes Political Economy Prize:* This prize, established by Crosby Stuart Noyes, A.M. H1887, is awarded to the best scholar in political economy. (1897)

## English

*Brown Competition Prizes:* Two prizes from the annual income of a fund established by Philip Greely Brown 1877, A.M. 1892, in memory of Philip Henry Brown 1851, A.M. 1854, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

*Hiland Lockwood Fairbanks Prize Fund:* This fund was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son, Hiland Lockwood Fairbanks 1895. The annual income is awarded as first and second prizes to the two outstanding students in English 50. (1909)

*Hawthorne Prize:* The income of a fund given in memory of Robert Peter Tristram Coffin '15, Litt.D. '30, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. '04, is awarded each year to the author of the best short story. This competition is open to members of the sophomore, junior, and senior classes. (1903)

*Nathalie Walker Llewellyn Commencement Poetry Prize:* This prize, established by and named for the widow of Dr. Paul Andrew Walker '31, is awarded to the Bowdoin student who, in the opinion of the Department of English, shall have submitted the best work of original poetry. The prize may take the form of an engraved medal, an appropriate book, or a cash award. The name of the recipient is announced at Commencement. (1990)

*Horace Lord Piper Prize:* This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, in memory of Maj. Horace Lord Piper 1863, is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

*Stanley Plummer Prizes:* The annual income of a fund established by Stanley Plummer 1867 is awarded to the two outstanding students in English first-year seminars. First and second prizes are awarded in a two-to-one ratio. (1919)

*Poetry Prize:* The annual income of a fund established by Gian Raoul d'Este-Palmieri II '26 is given each semester for the best poem written by an undergraduate. (1926)

*Pray English Prize:* A prize given by Dr. Thomas Jefferson Worcester Pray 1844 is awarded to the best scholar in English literature and original English composition. (1889)

*Forbes Rickard, Jr., Poetry Prize:* A prize, given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr. '17, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

*David Sewall Premium:* This prize is awarded to a member of the first-year class for excellence in English composition. (1795)

*Mary B. Sinkinson Short Story Prize:* A prize, established by John Hudson Sinkinson '02 in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

*Bertram Louis Smith, Jr., Prize:* The annual income of a fund established by his father in memory of Bertram Louis Smith, Jr. '03, to encourage excellence of work in English literature is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, the prize is given to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

## German

*The German Consular Prize in Literary Interpretation:* This prize was initiated by the German Consulate, from whom the winner receives a certificate of merit and a book prize, in addition to a small financial prize to be awarded from the income of the fund. The prize is awarded annually to the senior German major who wins a competition requiring superior skills in literary interpretation. (1986)

*The Old Broad Bay Prizes in Reading German:* The income from a fund given by Jasper J. Stahl '09, Litt.D. '60, and by others is awarded to students who, in the judgment of the department, have profited especially from their instruction in German. The fund was established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, now Waldoboro. (1964)

## Government and Legal Studies

*Philo Sherman Bennett Prize Fund:* This fund was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to seniors. (1905)

*Jefferson Davis Award:* A prize consisting of the three-volume *Jefferson Davis* by Hudson Strode and the annual income of a fund is awarded to the student excelling in constitutional law or government. (1973)

*Fessenden Prize in Government:* A prize given by Richard Dale '54 is awarded by the Department of Government to that graduating senior who as a government major has made the greatest improvement in studies in government, who has been accepted for admission into either law or graduate school or has been accepted for employment in one of certain federal services, and who is a United States citizen. (1964)



## History

*Class of 1875 Prize in American History:* A prize established by William John Curtis 1875, LL.D. '13, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

*Dr. Samuel and Rose A. Bernstein Prize for Excellence in the Study of European History:* This prize, given by Roger K. Berle '64, is awarded annually to that student who has achieved excellence in the study of European history. (1989)

*James E. Bland History Prize:* The income of a fund established by colleagues and friends of James E. Bland, a member of Bowdoin's Department of History from 1969 to 1974, is awarded to the Bowdoin undergraduate, chosen by the history department, who has presented the best history honors project not recognized by any other prize at the College. (1989)

*Sherman David Spector of the Class of 1950 Award in History:* Established by Sherman David Spector (1950), this award is made to a graduating senior history major who has attained the highest cumulative average in his/her history courses, or to the highest-ranking senior engaged in writing an honors paper or a research essay in history.

## Mathematics

*Edward Sanford Hammond Mathematics Prize:* A book is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

*Smyth Mathematical Prize:* This prize, established by Henry Jewett Furber 1861 in honor of Professor William Smyth, is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics, which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him or her in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

## Music

*Sue Winchell Burnett Music Prize:* This prize, established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett, is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

## Philosophy

*Philip W. Cummings Philosophy Prize:* This prize, established by Gerard L. Dube '55 in memory of his friend and classmate, is awarded to the most deserving student in the Department of Philosophy. (1984)

## Physics

*Hall Prize in Physics Fund:* The annual income of this fund, named in honor of Edwin Herbert Hall 1875, A.M. 1878, LL.D. '05, the discoverer of the Hall effect, is awarded each year to the best sophomore scholar in the field of physics. (1953)

*Noel C. Little Prize in Experimental Physics:* This prize, named in honor of Noel C. Little '17, Sc.D. '67, professor of physics and Josiah Little Professor of Natural Science, is awarded to a graduating senior who has distinguished himself or herself in experimental physics. (1968)

## Psychology

*Frederic Peter Amstutz Memorial Prize Fund:* This prize, established in memory of Frederic Peter Amstutz '85 by members of his family, is awarded to a graduating senior who has achieved distinction as a psychology major. (1986)

## Religion

*Edgar Oakes Achorn Prize Fund:* The income of a fund established by Edgar Oakes Achorn 1881 is awarded as a prize for the best essay written by a member of the second- or first-year classes in Religion 101. (1932)

*Lea Ruth Thumim Biblical Literature Prize:* This prize, established by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

## Romance Languages

*Philip C. Bradley Spanish Prize:* This prize, established by classmates and friends in memory of Philip C. Bradley '66, is awarded to outstanding students in Spanish language and literature. (1982)

*Goodwin French Prize:* This prize, established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, is awarded to the best scholar in French. (1890)

*Eaton Leith French Prize:* The annual income of a fund, established by James M. Fawcett III '58 in honor of Eaton Leith, professor of Romance languages, is awarded to that member of the sophomore or junior class who, by his or her proficiency and scholarship, achieves outstanding results in the study of French literature. (1962)

*Charles Harold Livingston Honors Prize in French:* This prize, established by former students of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement, is awarded to encourage independent scholarship in the form of honors theses in French. (1956)

## Science

*Sumner Increase Kimball Prize:* This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

## Sociology and Anthropology

*Matilda White Riley Prize in Sociology and Anthropology:* This prize, established in honor of Matilda White Riley, Sc.D. '72, Daniel B. Fayerweather Professor of Political Economy and Sociology Emerita, who established the joint Department of Sociology and Anthropology and a tradition of teaching through sociological research, is awarded for an outstanding research project by a major. (1987)

*Elbridge Sibley Sociology Prize Fund:* Established by Milton M. Gordon '39, the prize is awarded to the member of the senior class majoring in sociology or anthropology who has the highest general scholastic average in the class at the midpoint of each academic year. (1989)

## Theater and Dance

*Bowdoin Dance Group Award:* An appropriate, inscribed dance memento is awarded annually to an outstanding senior for contributions of dedicated work, good will, and talent, over the course of his or her Bowdoin career, in the lively, imaginative spirit of the Class of 1975, the first graduating class of Bowdoin dancers. (1988)

*Abraham Goldberg Prize:* Established by Abraham Goldberg, this prize is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

*Alice Merrill Mitchell Prize:* This prize, established by Wilmot Brookings Mitchell 1890, A.M. '07, L.H.D. '38, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

*William H. Moody '56 Award:* Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students, this award is presented annually, if applicable, to one or more sophomores, juniors, or seniors having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

*George H. Quinby Award:* Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, this award is presented annually to one or more first-year members of Masque and Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. (1967)

*Scholarship Award for Summer Study in Dance:* A monetary award toward tuition costs at an accredited summer program of study in dance is given to a first-year student with demonstrated motivation and exceptional promise in dance technique or choreography, whose future work in dance, upon return, will enrich the Bowdoin program. (1988)

## UNDERGRADUATE RESEARCH ASSISTANCE

*Surdna Foundation Undergraduate Research Fellowship Program:* An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship Program in recognition of two gifts of the Surdna Foundation. The income from a fund, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his or her particular interests and competence, and the availability at the College of a research project commensurate with his or her talents and training. Acceptance of a Surdna Fellowship does not preclude working for honors, and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

*Alfred O. Gross Fund:* This fund, established by Alfred Otto Gross, Sc.D. '52, Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology.

*Fritz C. A. Koelln Research Fund:* This fund was established in 1972 by John A. Gibbons, Jr. '64, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages, who was an active member of the Bowdoin faculty from 1929 until 1971. The income from the fund may be awarded annually to a faculty-student research team to support exploration of a topic which surmounts traditional disciplinary boundaries. The purpose of the fund is to encourage broad, essentially humanistic inquiry, and should be awarded with preference given to worthy projects founded at least in part in the humanities.

*Edward E. Langbein, Sr., Summer Research Grant:* An annual gift of the Bowdoin Parents' Fund is awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed toward their major field or lifework. Formerly the Bowdoin Fathers Association Fund, the grant was renamed in 1970 in memory of a former president and secretary of the association.

## AWARDS IN ATHLETICS

*The Bowdoin College No. 1 Fan Award:* Given by the varsity men's hockey players in the Class of 1988, this award is presented annually to a fan of Bowdoin men's hockey, unrelated to a playing member of the team, whose qualities of enthusiasm, loyalty, and support are judged to be especially outstanding. The recipient will be selected by vote of the head coach, the director of athletics, and the members of the team. The recipient's name will be engraved on the permanent trophy, and he or she will receive a replica. (1988)

*Leslie A. Claff Track Trophy:* This trophy, presented by Leslie A. Claff '26, is awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the dean, the director of athletics, and the track coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

*Annie L. E. Dane Trophy:* Named in memory of the wife of Francis S. Dane 1896 and mother of Nathan Dane II '37, Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

*Francis S. Dane Baseball Trophy:* This trophy, presented to the College by friends and members of the family of Francis S. Dane 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the dean of student life, the director of athletics, and the coach of baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

*William J. Fraser Basketball Trophy:* This trophy, presented by Harry G. Shulman, A.M. H'71, in memory of William J. Fraser '54, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the director of athletics, and the dean of student affairs. (1969)

*Winslow R. Howland Football Trophy:* This trophy, presented to the College by his friends in memory of Winslow R. Howland '29, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

*Elmer Longley Hutchinson Cup:* This cup, given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson '35, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

*J. Scott Kelnberger Memorial Ski Trophy:* The trophy is presented by the family and friends in honor and memory of J. Scott Kelnberger '83. (1985)

*Samuel A. Ladd Tennis Trophy:* This trophy, presented by Samuel Appleton Ladd, Jr. '29, and Samuel Appleton Ladd III '63, is awarded to a member of the varsity team who, by his sportsmanship, cooperative spirit, and character, has done the most for tennis at Bowdoin during the year. The award winner's name is inscribed on the trophy. (1969)

*Mortimer F. LaPointe Lacrosse Award:* This award, given in honor of Coach Mortimer F. LaPointe's 21 seasons as coach of men's lacrosse by his alumni players, is presented to one player on the varsity team, who, through his aggressive spirit, love of the game, and positive attitude, has helped build a stronger team. The coach will make the final selection after consultation with the captains and the dean of students. (1991)

*George Levine Memorial Soccer Trophy:* This trophy, presented by Lt. Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

*The Maine Track Officials' Trophy:* This trophy is given annually by the friends of Bowdoin track and field to that member of the women's team who has demonstrated outstanding qualities of loyalty, sportsmanship, and character during her athletic career at Bowdoin. The recipient of the award is chosen by a vote of the head track coaches and the men's and women's track team. (1989)

*Robert B. Miller Trophy:* This trophy, given by former Bowdoin swimmers in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

*Major Andrew Morin Trophy:* This trophy is given annually to the most dedicated long or triple jumper on the men's or women's track team. (1989)

*Hugh Munro, Jr., Memorial Trophy:* This trophy, given by his family in memory of Hugh Munro, Jr. '41, who lost his life in the service of his country, is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

*Paul Nixon Basketball Trophy:* Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D. '43, dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

*John "Jack" Page Coaches Award:* Established as a memorial to John Page of South Harpswell, Maine, through the bequest of his wife, Elizabeth Page, this award is to be presented annually to the individual who, in the opinion of the coaching staff, has distinguished himself through achievement, leadership, and outstanding contributions to the hockey program, the College, and community. (1993)

*Wallace C. Philoon Trophy:* Given by Maj. Gen. Wallace Copeland Philoon, USA, '05, M.S. '44, this trophy is awarded each year to a non-letter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)



*Christian P. Potholm II Soccer Award:* Given to the College by Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, and Sandra Q. Potholm, this fund supports annual awards to the male and female scholar/athlete whose hard work and dedication have been an inspiration to the Bowdoin soccer program. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

*Sandra Quinlan Potholm Swimming Trophy:* Established by Sandra Quinlan Potholm and Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, this prize is awarded annually to the male and female members of the Bowdoin swimming teams who have done the most for team morale, cohesion, and happiness. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

*William J. Reardon Memorial Football Trophy:* A replica of this trophy, which was given to the College by the family and friends of William J. Reardon '50, is presented annually to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

*Reid Squash Trophy:* Established by William K. Simonton '43, this trophy is awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team, the director of athletics, and the dean of student affairs. (1975)

*Colonel Edward A. Ryan Award:* Given by friends and family of Colonel Ryan, longtime starter at the College track meets, this award is presented annually to that member of the women's track and field team who has distinguished herself through outstanding achievement and leadership during her four-year athletic career at Bowdoin. (1989)

*Harry G. Shulman Hockey Trophy:* This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient is elected by a vote of the coach, the director of athletics, and the dean of student affairs. (1969)

*Lucy L. Shulman Trophy:* Given by Harry G. Shulman, A.M. H'71, in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. The recipient is selected by the director of athletics and the dean of student affairs. (1975)

*Society of Bowdoin Women Athletic Award:* This award is presented each May to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics and the dean of student affairs. (1978)

*Ellen Tiemer Trophy:* This trophy, donated to the women's lacrosse program from funds given in memory of Ellen Tiemer's husband, Paul Tiemer '28, who died in 1988, is to be awarded annually "to a senior or junior woman who is judged to have brought the most credit to Bowdoin and to herself." The recipient is to be selected by a vote of the team and the coach. (1990)

*Paul Tiemer Men's Lacrosse Trophy:* This award, established in memory of Paul Tiemer '28, is to be presented annually to the player who is judged to have shown the greatest improvement and team spirit over the course of the season. Only one award shall be made in a year, and the recipient is to be selected by a vote of the men's varsity lacrosse team. (1990)

*Paul Tiemer, Jr., Men's Lacrosse Trophy:* Given by Paul Tiemer '28 in memory of his son, Paul Tiemer, Jr., this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is selected by the varsity lacrosse coach, the director of athletics, and the dean of student affairs. (1976)

*Christopher Charles Watras Memorial Women's Ice Hockey Trophy:* This trophy is dedicated in the memory of Chris Watras '85, former assistant women's ice hockey coach. The award is presented annually to that member of the Bowdoin women's varsity ice hockey team who best exhibits the qualities of sportsmanship, leadership, commitment, and dedication to her teammates and the sport, on the ice as well as in the community and the classroom. The recipient is selected by the women's varsity ice hockey coach and the director of athletics. Her name is engraved on the permanent trophy and she receives a replica at the team's annual award ceremony. (1989)

*Women's Basketball Alumnae Award:* A bowl, inscribed with the recipient's name, is given to the player who "best exemplifies the spirit of Bowdoin's Women's Basketball, combining talent with unselfish play and good sportsmanship." The award is presented by Bowdoin alumnae basketball players. (1983)

*Women's Ice Hockey Founders' Award:* This award is presented to the player who exemplifies the qualities of enthusiasm, dedication, and perseverance embodied in the spirited young women who were paramount in the establishment of Bowdoin women's hockey. The recipient is selected by vote of her fellow players. (1991)

## PRIZES IN EXTRACURRICULAR ACTIVITIES

*James Bowdoin Cup:* This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on James Bowdoin Day to the student who in the previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his or her college course. The name of the recipient is to be engraved on the cup. (1947)

*Bowdoin Orient Prize:* Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of the *Bowdoin Orient* staff who have made significant contributions to the *Orient* in the preceding volume. (1948)

*General R. H. Dunlap Prize:* The annual income of a fund established by Katharine Wood Dunlap in memory of her husband, Brig. Gen. Robert H. Dunlap, USMC, is awarded to the student who writes the best essay on the subject of "service," in addition to demonstrating personal evidence of service. (1970)

*Andrew Allison Haldane Cup:* This cup, given by fellow officers in the Pacific in memory of Capt. Andrew Allison Haldane, USMCR, '41, is awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

*Orren Chalmer Hormell Cup:* This cup, given by the Sigma Nu Fraternity at the College in honor of Orren Chalmer Hormell, D.C.L. '51, DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a first-year student, competed in first-year athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

*Lucien Howe Prize:* Fifty percent of the income of a fund given by Dr. Lucien Howe 1870, A.M. 1879, Sc.D. '10, is awarded by the faculty to members of the senior class who as undergraduates, by example and influence, have shown the highest qualities of conduct and character. The remainder is expended by the president to improve the social life of the undergraduates. (1920)

*Masque and Gown Figurine:* A figurine, *The Prologue*, carved by Gregory Wigin, is presented annually to the author of the prize-winning play in the One-Act Play contest, and is held by the winner until the following contest. (1937)

*Masque and Gown One-Act Play Prizes:* Prizes are awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

*Franklin Delano Roosevelt Cup:* This cup, furnished by the Bowdoin chapter of Alpha Delta Phi Society, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

*Paul Andrew Walker Prize Fund:* This fund was established in honor and memory of Paul Andrew Walker '31 by his wife, Nathalie L. Walker. Forty percent of the income of the fund is used to honor a member or members of the *Bowdoin Orient* staff whose ability and hard work are deemed worthy by the Award Committee chosen by the dean of student affairs. A bronze medal or an appropriate book, with a bookplate designed to honor Paul Andrew Walker, is presented to each recipient. (1982)

### MISCELLANEOUS FUNDS

*The Applied Environmental Science Fund:* This fund, established in 1981 by gifts from Robert C. Porter '34, LL.D. '86, the Ivy Fund, Suburban Propane Gas Corporation, March & McLennan Companies, Inc., and Eberstadt Asset Management, Inc., is to be used to support the research and instructional program of the Marine Research Laboratory and the Hydrocarbon Research Center.

*Faculty Development Fund:* The income of this fund, established by Charles Austin Cary '10, A.M. H'50, LL.D. '63, is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries.

*Faculty Research Fund:* This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty.

*Sydney B. Karofsky Prize for Junior Faculty:* This prize, given by members of the Karofsky family, including Peter S. Karofsky, M.D. '62, Paul I. Karofsky '66, and David M. Karofsky '93, is to be awarded annually by the dean for academic affairs, in consultation with the Faculty Affairs Committee on the basis of student evaluations of teaching, to an outstanding Bowdoin teacher who "best demonstrates the ability to impart knowledge, inspire enthusiasm, and stimulate intellectual curiosity." The prize is given to a member of the faculty who has taught at the College for at least two years. In 1996 the award was given to James A. Higginbotham, Assistant Professor of Classics on the Henry Johnson Fund.

*James R. Pierce Athletic Leadership Award:* Established by James R. Pierce, Jr., in memory of James R. Pierce (1946), this income of this fund is used to support an annual stipend for a member of the Bowdoin coaching staff to attend a professional conference or other continuing education activity. The recipient is selected on the basis of "superior teaching ability, unbridled enthusiasm for his/her sport, empathy for the Bowdoin scholar-athlete, and desire to inculcate a sense of sportsmanship and fair play regardless of circumstances."

## Campus and Buildings

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BOWDOIN COLLEGE IS LOCATED in Brunswick, Maine, a town of approximately 21,000 population, first settled in 1628, on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The 110-acre campus is organized around a central quadrangle.

On the north side of the quadrangle is **Massachusetts Hall** (1802), the oldest college building in Maine, which now houses the Departments of English and Philosophy. The building was designated a Registered Historical Landmark in 1971. The entire campus became part of the Federal Street Historic District in 1976. To the west of Massachusetts Hall is **Memorial Hall**, built to honor alumni who served in the Civil War and completed in 1882. Inside Memorial Hall, theatrical productions, lectures, and concerts take place in **Pickard Theater**, a fully equipped proscenium stage theater that seats 600. The 100-seat G.H.Q. experimental theater is located in the basement.

On the west side of the Quad along Park Row are the **Mary Frances Searles Science Building** (1894), housing the Departments of Biology and Physics; the **Visual Arts Center** (1975), which contains offices, classrooms, studios, and exhibition space for the Department of Art and Kresge Auditorium, which seats 300 for lectures, films, and performances; the **Walker Art Building** (1894), designed by McKim, Mead & White, which houses the Bowdoin College Museum of Art; and the **Harvey Dow Gibson Hall of Music** (1954). Visible through the southwest corner of the quadrangle is **Hawthorne-Longfellow Hall** (1965), the east side of which is the College's library, including the Special Collections suite on the third floor, and the west side of which houses a number of administrative offices for the campus.

On the south side of the quad is **Hubbard Hall** (1903), once the College's library and now the site of the Peary-MacMillan Arctic Museum and Arctic Studies Center, the Departments of Economics, Geology, Government, and History, Computing/Information Services, and the Susan Dwight Bliss Room, which houses a small collection of rare illustrated books. The back wing of Hubbard Hall is connected to the library by an underground passage and contains stacks and a study room.

On the east side of the quad stands a row of six historic brick buildings: five residence halls—south to north, **Coleman** (1958), **Hyde** (1917), **Appleton** (1843), **Maine** (1808), and **Winthrop** (1822) halls—and **Seth Adams Hall** (1861), a building housing offices and classrooms for the Departments of Computer Science and Mathematics. In the center of this row is the **Chapel**, designed by Richard Upjohn and built between 1845 and 1855, a Romanesque church of undressed granite with twin towers and spires that rise to a height of 120 feet. The Department of Psychology occupies **Banister Hall**, the section of the Chapel building originally used for the College's library and art collection.

To the east of the main Quad are two secondary quadrangles divided by a complex comprising **Morrell Gymnasium** (1965), **Sargent Gymnasium** (1912), containing the **Watson Fitness Center**, the **David Saul Smith Union** (originally built in 1912 as the General Thomas Worcester Hyde Athletic Building), the **Curtis Pool Building** (1927), and **Dayton Arena** (1956). **Whittier Field**, **Hubbard Grandstand** (1904), and the **John Joseph Magee Track** are across Sills Drive through the pines behind Dayton Arena.

The **David Saul Smith Union** opened in January 1995. It houses a large, central, open lounge, the College bookstore and mailroom, a café, Jack Magee's Pub, a game room, meeting rooms, and student activities offices.

To the north of this cluster of buildings, a new multi-disciplinary science center is scheduled for completion at the start of the 1997–98 academic year. The center, which was designed by Ellenzweig Associates, Inc., combines 75,000 square feet of new construction and 30,000 square feet of renovated space in **Parker Cleaveland Hall** (1952), which is named for a nineteenth-century professor who was a pioneer in geological studies. The new facility will be linked to the **Hatch Science Library**, which opened in 1991.

Adjoining the science facilities is **Sills Hall** (1950), home to the Departments of Classics, German, Romance Languages, and Russian, an electronic film production laboratory, and the Language Media Center. One wing of Sills Hall, **Smith Auditorium**, seats 210 for films and performances.

To the south of the athletic buildings and the Smith Union is another quadrangle dominated by the **Moulton Union** (1928), which now contains the offices of the dean of student affairs, the residential life staff, and the Office of Student Records, as well as dining facilities, several lounges, and the Career Planning Center. Also in that quadrangle are **Moore Hall** (1941), a residence hall, and the **Dudley Coe Health Center** (1917). Student health care offices are on the first and second floors of the health center, the Counseling Service is on the third, and the Campus Services copy center is in the basement.

Another group of buildings, across College Street on the south side of the campus, includes the College's tallest building and one of its oldest. The **John Brown Russwurm African-American Center**, formerly the Little-Mitchell House (1827), which was once a duplex shared by two nineteenth-century professors, was opened in 1970 as a center for African-American studies. Named in honor of Bowdoin's first African-American graduate, the Center houses the offices of the Africana Studies Program, a reading room, and a 1,600-volume library of African and African-American source materials.

The Russwurm African-American Center stands in front of 16-story **Coles Tower** (1964), which provides student living and study quarters, seminar and conference rooms, lounges, and accommodations for official guests of the College. The campus telephone switchboard is located in the lobby of Coles Tower. Connected to the tower are **Wentworth Hall**, a dining hall with smaller meeting and conference facilities on the second floor and Daggett Lounge, a large



room where receptions, readings, and meetings are held. **Chamberlain Hall**, the third side of the Coles Tower complex, houses the Admissions Office and the Office of Student Aid.

Adjacent to the Coles Tower complex are two new residence halls completed in the summer of 1996. The new residences were designed by William Rawn Associates with input from a committee of students, faculty, and staff, and will house about 100 students. A six-story building is named **Harriet Beecher Stowe Hall** in honor of the author of *Uncle Tom's Cabin*. A four-story building is named **Oliver Otis Howard Hall** in honor of Major General Oliver Otis Howard of the Class of 1850, first commissioner of the Freedmen's Bureau and founder of some 70 educational institutions, among them Howard University.

Surrounding the central campus are various athletic, residential, and support buildings. The largest of these is the athletic complex two blocks south of Coles Tower. Here are the **William Farley Field House** (1987) and Bowdoin's 16-lane **A. LeRoy Greason Swimming Pool**, **Pickard Field House** (1937), eight outdoor tennis courts, **Pickard Field**, the **Observatory**, and 35 acres of playing fields.

Various offices occupy buildings around the perimeter of the campus, many of them in historic houses donated by townspeople and former members of the faculty. The Asian Studies Program inhabits **38 College Street**. The **Women's Resource Center**, at 24 College Street, headquarters of the Women's Studies Program and the Bowdoin Women's Association, includes a library and meeting rooms. The **Herbert Ross Brown House**, at 32 College Street, is a residence for visiting faculty. **Gustafson House**, at 261 Maine Street, houses the Office of Human Resources.

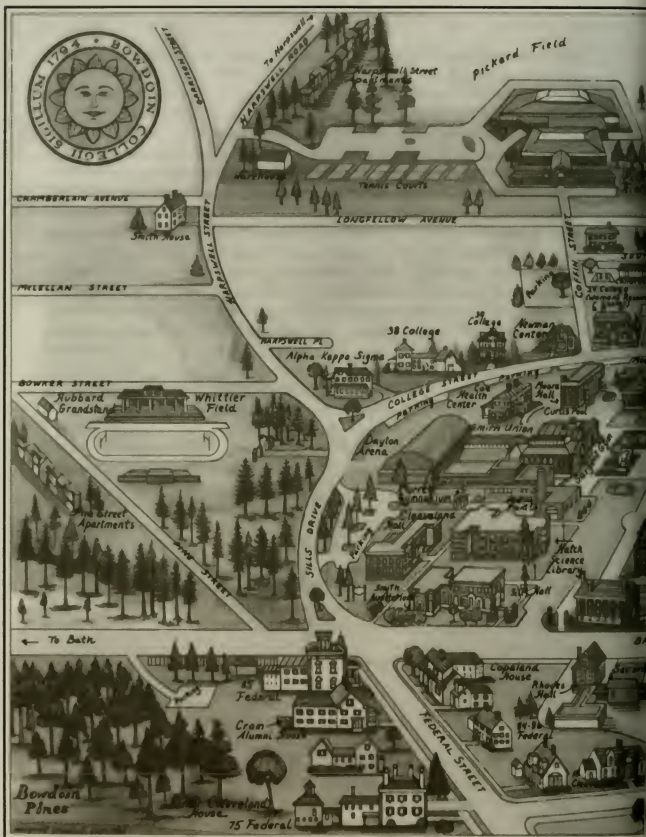
**Johnson House** (1849), on Maine Street, named for Henry Johnson, a distinguished member of the faculty, and Mrs. Johnson, was designated a Registered Historical Landmark in 1975. It contains offices of several student organizations as well as meeting and seminar spaces. **Chase Barn Chamber**, located in the Johnson House ell, contains a small stage and fireplace and is used for small classes, performances, seminars, and conferences. **Ashby House** (1845–55), next to Johnson House, is occupied by the Departments of Religion and Education. **Ham House**, on Bath Street, is headquarters for Bowdoin's Upward Bound Program. **Getchell House**, next door, is home to the Office of Communications and Public Affairs and the Events Office. The **Matilda White Riley House** at 7 Bath Street was acquired and renovated in 1995 and now houses the Department of Sociology and Anthropology.

**Rhodes Hall**, formerly the Bath Street Primary School, houses the offices of the Departments of Facilities Management and Security and a few faculty offices. The former home of Bowdoin's presidents, **85 Federal Street** (1860) was converted in 1982 for the use of the Development Office. **Cram Alumni House** (1857), next door to 85 Federal, is the center of alumni activities at Bowdoin.

**Cleaveland House**, the former residence of Professor Parker Cleaveland (1806), at 75 Federal Street, is the president's house. The offices of the *Bowdoin Orient* and the Bowdoin Summer Music Festival are located at **12 Cleaveland Street**.

Fraternity houses and student residences, many of them in historic houses, are scattered in the residential streets around the campus. College-owned student residences include **Baxter House**, designed by Chapman and Frazer and built by Hartley C. Baxter, of the Class of 1878; the **Brunswick Apartments**, on Maine Street, which provide housing for about 150 students and some townspeople; **7 Boody Street**, a student residence, formerly the Chi Psi fraternity house; **Burnett House**, built in 1858 and for many years the home of Professor and Mrs. Charles T. Burnett; **10 Cleaveland Street**; **30 College Street**; **Copeland House**, formerly the home of Manton Copeland, professor of biology from 1908 until 1947; the **Harpwell Street Apartments** and the **Pine Street Apartments**, designed by Design Five Maine and opened in the fall of 1973; **Wellness House**, 238 Maine Street, formerly the Alpha Rho Upsilon fraternity house; the **Mayflower Apartments**, at 14 Belmont Street, about two blocks from the campus; and the **Winfield Smith House**, named in memory of L. Winfield Smith, of the Class of 1907.

The architecture and history of the campus are thoroughly discussed in *The Architecture of Bowdoin College* (Brunswick: Bowdoin College Museum of Art, 1988), by Patricia McGraw Anderson.







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